



# *Home Teaching*

PRIESTHOOD CORRELATION PROGRAM

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS







"...THEY WHO RECEIVE  
THIS PRIESTHOOD RECEIVE ME,  
SAITH THE LORD;  
FOR HE THAT  
RECEIVETH MY SERVANTS  
RECEIVETH ME"

*DOCTRINE AND COVENANTS*

84:35,36









# *Home Teaching*

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## *A Divine Service . . .*

**H**OME TEACHING is one of our most urgent and most rewarding opportunities to nurture and inspire, to counsel and direct our Father's children in all that pertains to life. Through the priesthood quorums, and under the bishop's direction, Home Teaching takes the message of the gospel, the message of life and salvation and brotherly love, into the home, wherein lies the first and foremost opportunity for teaching in the Church.

Three things should be kept in mind in thorough preparation for Home Teaching: First a knowledge of those whom you are to teach. As each family is different from another, so each individual in the family differs from others. Methods and messages should vary according to each individual, and according to his problems and needs.

To perform fully our duty as a Home Teacher we should be continually aware of the attitudes, the activities and interests, the problems, the employment, the health, the happiness, the plans and purposes, the physical, temporal, and spiritual needs and circumstances of everyone — of every child, every youth,



and every adult in the homes and families who have been placed in our trust and care as a bearer of the priesthood and as a representative of the bishop.

*Second*, is a knowledge of what you are to teach. It is the Home Teacher's duty to teach that Jesus the Christ is the Redeemer of the World, and that Joseph Smith and his successors are prophets of God; that the gospel has been restored, and The Church of Jesus Christ of Latter-day Saints is being divinely led, and offers happiness and eternal life and exaltation for all who are willing to learn and to live its principles. The earnestness of your testimony and the sincerity of your service will help give life and purpose and a desire for full fellowship in the Church to those whom you teach.

*Third*, is a knowledge of how we are going to teach. If we may take some language from the Doctrine and Covenants, and apply it to this purpose, the Home Teacher should "visit the house of each member" and "teach, expound" and exhort each to pray vocally and in secret; to attend to all family duties and "watch over the Church always, and be with and strengthen them" — and this means always — however, and whenever and with whatever may be necessary.

Home Teaching is a divine service, a divine call. It is our duty as Home Teachers to carry the divine spirit into every home and heart. To love the work and do our best will bring unbounded peace, joy and satisfaction to a noble, dedicated teacher of God's children.

David O. McKay

PRESIDENT DAVID O. MCKAY







# TOOLS FOR HOME TEACHING

*Guide* —→

*Information Sheet* —→

*Record and Work Sheet* —→

*Report Form* —→

*Discussion Outlines* —→









# GUIDE

*Answers most of your questions  
about Home Teaching procedures*

*Contains suggestions for helping you  
serve your families better*

*You will want to review your  
Guide's contents periodically*



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## I

# *What Is Home Teaching?*

### **PURPOSE OF HOME TEACHING**

Home Teaching is the first step in a priesthood and home centered program of gospel teaching and gospel living. It recognizes the home as the basic institution of learning, the family as an eternal unit. Through love, selfless service, example, and teaching, the Home Teacher represents the bishop with the families assigned to him and aims to help build an active testimony of the restored gospel in each individual and greater solidarity in each family.

### **SCOPE OF HOME TEACHING**

Home Teaching correlates all activities of the priesthood and other church organizations in relation to the home. Home

Teaching also combines the following functions:

### **Making Home Visits**

Visit ward and branch families at least once a month (formerly ward teaching).

### **Making Priesthood Visits**

Visit fellow Melchizedek Priesthood quorum members with a purpose of getting better acquainted with them, assisting them and their families in their needs, and encouraging church activity. Visit homes of inactive and over-age members of the Aaronic Priesthood under 21 and members of the Aaronic Priesthood over 21, encouraging church activity and priesthood advancement.

### **Strengthening Home Instruction and Activity**

Encourage parents to improve home instruction and activity.

### **Fellowshipping**

Help bring into church activities all new members moving into the ward as well as new converts.

### **Helping All Members to Be Active**

Assist all members to be active in the Church and encourage each to do his duty at home. Home Teachers are not expected to be specialists in all fields. Technical assistance will be needed in some areas such as genealogical research.

### **Correlating All Reactivation Visits**

Correlate all enlistment efforts of the various church organizations to avoid overlapping and duplication of effort. Enlistment efforts of the various church organizations should be channeled through the Home Teachers.



## **Providing a Two-way Communication System**

Communicate information from the bishopric and the priesthood leaders to homes, and from homes to appropriate leaders.

## **THE HOME TEACHER**

### **Who May Be a Home Teacher?**

Any worthy elder, seventy, or high priest may be called to serve as a senior companion in the Home Teaching program. To provide flexibility in meeting the needs of the families, the bishop may call as a junior Home Teaching companion another Melchizedek Priesthood member, or a member of the Aaronic Priesthood.

### **What Are the Qualities of a Home Teacher?**

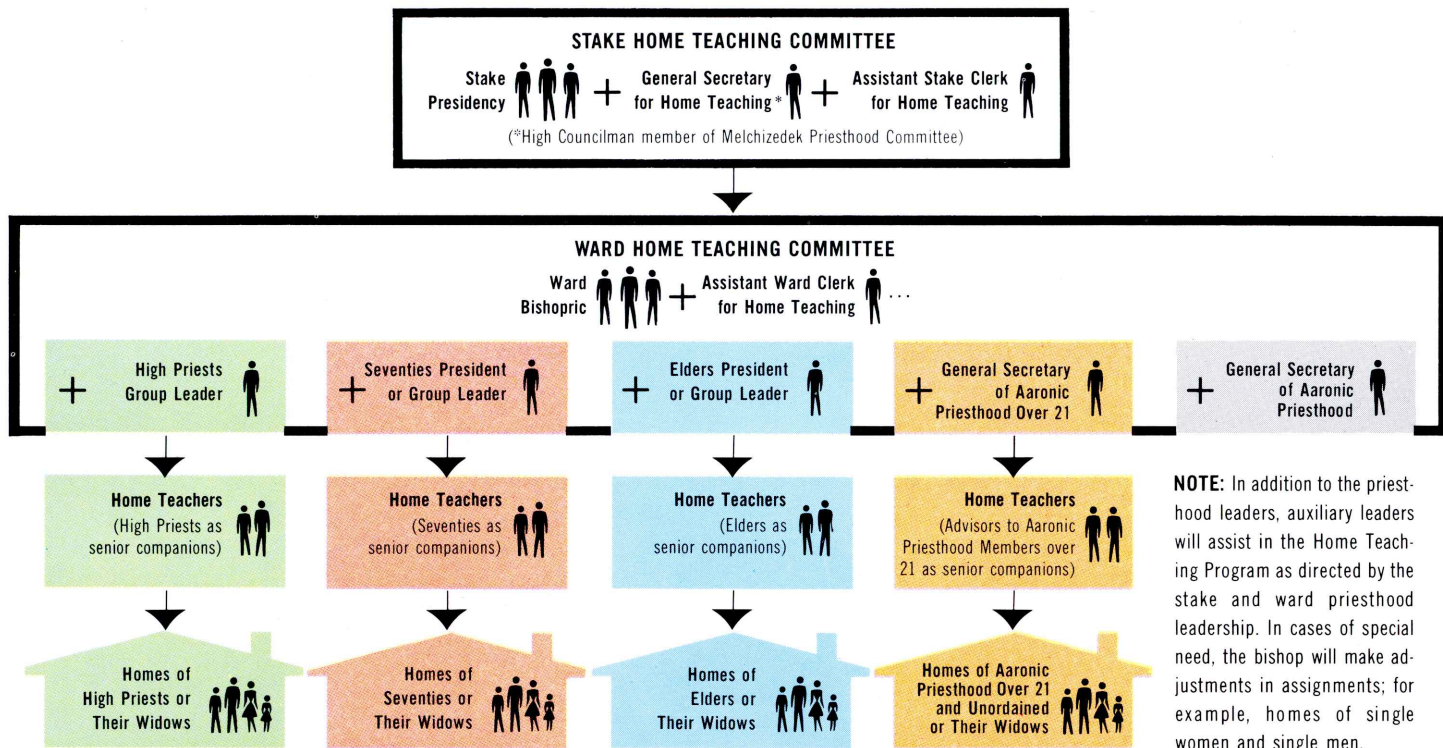
The Home Teacher is an example of one who walks uprightly before the Lord. He loves his brothers and sisters and wants to help them experience the joy that comes from accepting, understanding, and living the restored gospel of Jesus Christ.

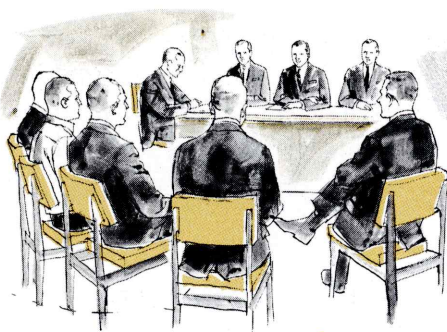
The Home Teacher is a worthy representative of the bishop and the priesthood quorum. He always enters the home in a spirit of helpfulness. He assumes a position toward his assigned families similar to that which the bishop assumes toward members of the ward. He cooperates with the priesthood holder, the parents, and all members of the family in helping them achieve the status of true Latter-day Saints.

The Home Teacher is a person of tact, judgment, and understanding. He is a good listener as well as a teacher. He keeps confidences.

The Home Teacher is one who is willing to devote the time necessary to carry out his responsibility to each of his assigned families regardless of the number of visits required each month.

# Home Teaching Organization Chart





## II

# Organization for Home Teaching

### STAKE HOME TEACHING COMMITTEE

#### **Membership and Functions**

This committee directs the Home Teaching program of the stake. The committee gives help to the wards through the respective ward Home Teaching committees.

The stake Home Teaching committee consists of the following:

- *The stake presidency*
- *The general secretary for Home Teaching (high council member of Melchizedek Priesthood committee)*
- *The assistant stake clerk for Home Teaching*

#### **Others Who Will Cooperate**

All members of the high council are to assist in implement-



ing and following up the program in the wards of the stake where they are assigned. Leaders of stake auxiliaries will assist the stake Home Teaching committee in taking information from the committee and giving encouragement to ward auxiliaries as they are called upon to assist each ward Home Teaching committee.

## **WARD HOME TEACHING COMMITTEE**

### **Membership and Functions**

This committee has responsibility for the operation of the program in the ward.

The ward Home Teaching committee consists of the following:

- *The bishopric*
- *Assistant ward clerk for Home Teaching*
- *High priest group leader*
- *Seventy president or group leader*
- *Elder president or group leader*
- *General secretary of Aaronic Priesthood over 21*
- *General secretary of Aaronic Priesthood under 21*

### **Others Who Will Cooperate**

All ward leadership, including leaders of auxiliary organizations, may be called in by the bishop to assist in giving information and help to families through the Home Teaching program in the ward.

## **PRIESTHOOD RESPONSIBILITY IN HOME TEACHING**

The relationship of the Melchizedek Priesthood quorums

to the bishopric was outlined in 1928 by the Council of the Twelve as follows:

*The quorum should at all times be prepared to render service to the bishop of the ward. There are few, if any, more important items of service in the ward than that of block teaching. It is expected that quorums will be so well organized that when a quorum is called on by the bishop to undertake all or part of the ward teaching, it will respond with 100 percent efficiency. In no way could it more effectively demonstrate its vitality in church service.*

(A GUIDE FOR QUORUMS OF THE MELCHIZEDEK PRIESTHOOD)

Although the bishopric has the responsibility for the Home Teaching program in the ward, Melchizedek Priesthood members as Home Teachers function under their quorum or group leaders in the ward, and visit homes of their own quorum members or their widows. For example, high priests visit homes of high priests in the ward; seventies, homes of seventies; and elders, homes of elders.

Homes headed by members of the Aaronic Priesthood over 21 and the unordained are visited by brethren called by the bishop as advisers. It is suggested that seventies be called to serve as Home Teachers and advisers to new convert families. However, others may be called. These should be carefully chosen so as not only to follow through on the assignment to fellowship their families, but also to see that advancements in the priesthood are carefully followed. They serve under the direction of the general secretary of Aaronic Priesthood over 21.

Melchizedek Priesthood bearers serving as senior Home Teaching companions will be assisted by (1) another Melchizedek Priesthood bearer, or (2) an Aaronic Priesthood bearer. The bishopric, in counsel with the priesthood leader, will determine who will assist the senior companion.

Home Teachers to homes of Melchizedek Priesthood members are called by the priesthood leader in the ward after he has consulted with and received approval from the bishopric. Home Teachers to homes of Aaronic Priesthood members who are heads of families will be called by the bishopric.

The senior companion of each pair of teachers reports each month with both a written report and an oral evaluation to his priesthood leader; for example, high priest teachers report to their high priest group leader; seventy teachers to their seventy president or group leader; elder teachers to their quorum president; and advisers to the Aaronic Priesthood report to the general secretary.

## **COORDINATING THE WORK OF AUXILIARIES AND OTHER CHURCH ORGANIZATIONS**

### **Unified Effort**

The priesthood will coordinate the work of the auxiliaries and other organizations of the ward. For example: the Home Teaching phase of the Priesthood Correlation Program will be responsible for the enlistment programs for institutes, seminaries, and church universities. This is primarily the work which the ward education committee has been doing. This new Priesthood Correlation Program puts the priesthood of the Church squarely behind the educational program just as the priesthood looks after every other phase of church activity. The bishop, as the presiding high priest, will be responsible for coordination. This he will accomplish through the Home Teaching program by calling together priesthood and auxiliary leaders for the purpose of coordination. This would be a Ward Council meeting.

### **Enlistment**

All enlistment and organizational matters will be correlated through the Home Teaching committee and/or the Home



Teachers. The Home Teacher, cooperating with the parents, is the coordinator through whom the facilities of the Church are made available to all family members.

This does not alter the responsibility or the opportunity of a teacher in any organization to help an individual understand and live the gospel. The Home Teaching committee will implement policies which will permit the teacher to communicate with students on matters involving personal counseling such as individual class assignments and individual class member problems. Any individual in a family may invite a teacher into the home. Individual priesthood or auxiliary teachers should not respond to invitations to visit a home or to meet with a family until after such a contact is correlated with the Home Teachers assigned to that family.

Organization leaders and workers concerned with enlistment should provide the Home Teaching committee with pertinent information on individuals. The leadership of an organization will meet periodically with the Ward Council, under the direction of the bishop, to consider the following:

1. *Inactive members*
2. *A plan of activation*
3. *Report of follow-up*

If Home Teachers encounter difficulty or special problems in their enlistment efforts, a representative of a ward organization may be invited to contact the home. This visiting will be done along procedures determined by the ward Home Teaching committee.

The Girls Program will be carried out in the ward under the supervision of the YWMIA president, directed by the bishop, and in correlation with the Home Teaching committee.

### **Subscriptions and Fund Raising**

Officers of the various organizations will continue with their responsibilities in connection with subscriptions to church magazines, such as *The Improvement Era*, *The Instructor*, *The Relief Society Magazine*, and *The Children's Friend*. The same is true concerning fund drives such as the Primary's Penny Parade and the Sunday School's Budget Sunday.

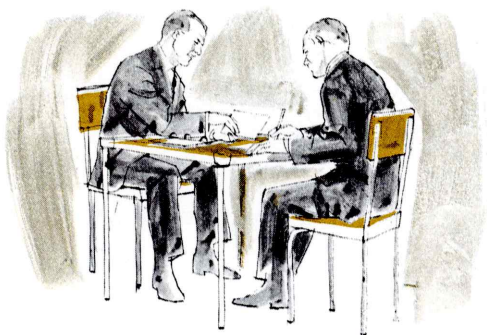
Home Teachers are not to solicit funds or subscriptions from assigned families.

### **Special Assignments**

Home Teachers will be directed in all matters by the priesthood leader and the bishop. All special assignments must come through this line of authority.

### **Visits to Part-member Families**

Home Teachers who are serving on stake missions will be assigned to part-member families so far as is practical.



## IV

### *Tools for Home Teachers*

This handbook contains the following tools for Home Teachers:

#### **INFORMATION SHEET**

The information sheet is a form to be filled out in the ward giving information on days and times for ward and stake meetings, temple schedules, baptism dates, and other pertinent information on church activities. Information for filling out this sheet will be provided by the bishopric.

#### **RECORD AND WORK SHEET**

There is a Record and Work Sheet for each family. The sheet contains pertinent information on all members of the



family. The assistant ward clerk for Home Teaching will provide all information for these sheets except information under "Challenges Given by Priesthood Leader to Home Teachers." The Home Teacher will use each completed form as a work sheet.

His priesthood leader will use a duplicate copy of each Record and Work Sheet for recording the progress of the work with each family.

### **Challenges to Home Teachers**

When the senior Home Teacher receives his assigned families, he receives a challenge for each family member, where appropriate, from the priesthood leader.

As a challenge is given space is checked under one of 11 headings covering the areas of challenge. For example, if family member is unordained or holds the Aaronic Priesthood not according to his age, there may be a challenge given under Column No. 2, "Hold Priesthood According to Age." If family member is nine years of age and unbaptized, there may be a challenge in Column No. 11, "Others." As challenge is given, an entry is also made in the column headed "Challenge Date," giving the date. (The challenge date is determined jointly by the priesthood leader and senior Home Teacher.) When the challenge is achieved, the date is entered in the column, "Date Achieved." (See sample of completed Record and Work Sheet at end of this chapter.)

It is suggested that generally not more than one challenge be given at a time for a family member. As one challenge is achieved, another may then be given and recorded in one of the extra Work Sheet spaces below.

### **When Family Moves from Ward**

When a family moves from the ward or branch, the family's Record and Work Sheet is submitted by the senior

Home Teacher to his priesthood leader. The Work Sheet then goes to the ward membership clerk, who mails it with the family's membership record to the Presiding Bishopric's office, 47 East South Temple Street, Salt Lake City. This office will forward the records to the bishop of the family's new ward. The priesthood leader retains his copy of the family's Record and Work Sheet.

### **WRITTEN REPORT**

All reports should have one prevailing purpose: to help the family. Love should pervade the reports as well as the activities with your families.

The written Report Form is filled out each month by the senior Home Teacher, after consultation with his companion. The report should be submitted to the priesthood leader, preferably before the 20th of each month. Each completed Report Form should be accompanied by an oral evaluation from the senior Home Teaching companion to the priesthood leader.

Note that confidential matters regarding the family should NOT be listed on the written report but should be discussed with your quorum leader or bishop when appropriate.

### **ORAL EVALUATION OF HOME TEACHING**

The oral evaluation of Home Teaching is made at the same time the completed Report Form is submitted. The priesthood leader will discuss with the senior companion the significant points or problems pertaining to the families visited. Gossip should always be avoided. Confidences should be handled with wisdom.

### **HOME TEACHER'S INSTRUCTIONS FOR FAMILY HOME EVENING**

The major purpose of Home Teaching is to assist the family in living the gospel and bringing the coordinated resources of the Church to the family. On occasion it may be desirable for the parents and the Home Teachers to select topics for family discussion.

In addition, the Home Teachers may give such instruction and recommendation as needed to assist the parents in teaching the gospel to their children at the weekly family home hour.

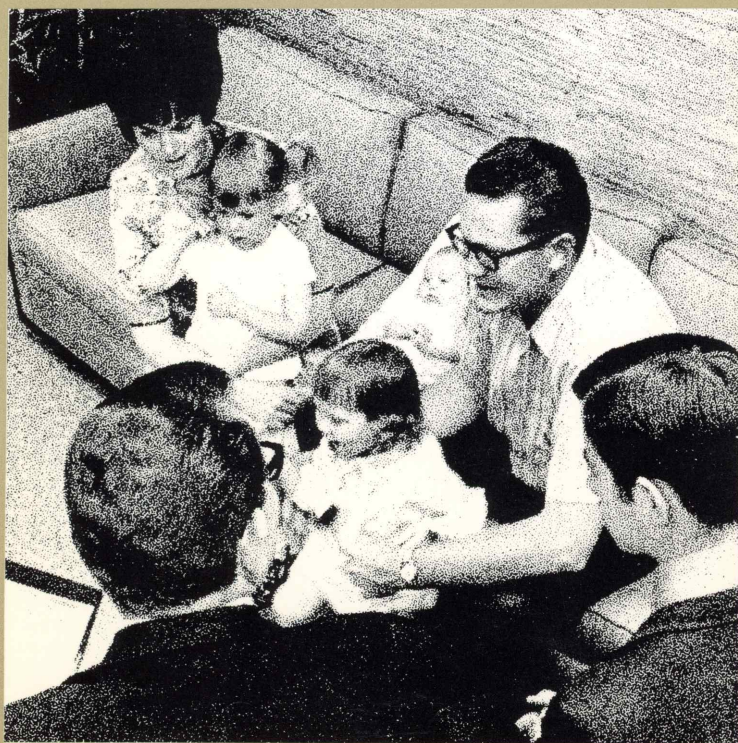
### **EVALUATING YOUR HOME TEACHING**

Home Teaching is a sacred trust. It is also an opportunity for selfless service to others in one of its noblest forms. And, in the words of King Benjamin, "when ye are in the service of your fellow being ye are only in the service of your God." (Mosiah 2:17.) To serve and serve well is to know the unbounded joy that comes only to a dedicated servant of the Lord.



# PRIESTHOOD HOME TEACHING

HANDBOOK OF INSTRUCTIONS





# **PRIESTHOOD HOME TEACHING**

**HANDBOOK OF INSTRUCTIONS**

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*Stake Priesthood Executive Committee*

Stake President	
Stake High Council Members	
Stake Clerk	
Stake Executive Secretary	
Stake Council	

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*Ward Priesthood Executive Committee*

Bishop	
Priesthood Leaders	
Ward Clerk	
Ward Executive Secretary	
Ward Council	

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Note: The terms *stake* and *ward* will be used throughout this handbook. The terms *mission*, *district*, and *branch* can be substituted by the reader if his work is in missions rather than stakes.

# PREFACE

## The Doctrine of Home Teaching

The teacher's duty is to watch over the church always, and be with and strengthen them.

Doctrine and Covenants 20:53

The above scripture is the overall charge the Lord gave for teachers in the Aaronic Priesthood, and it applies generally to the priesthood of the Church. It was given shortly before the Church was organized in 1830. This charge is fundamental. Each man who receives the priesthood has this responsibility imposed upon him incident to his accepting the priesthood. It is, therefore, a fundamental responsibility of all priesthood bearers "to watch over the church always, and be with and strengthen them."

The overall responsibility of home teachers is to watch over the Church. When? Always! Where? In the homes. Home teachers are to "visit the house of each member." This is made clear in two nearly identical verses of section 20 of the Doctrine and Covenants.

And visit the house of each member, and exhort them to pray vocally and in secret and attend to all family duties. (Doctrine and Covenants 20:47.)

And visit the house of each member, exhorting them to pray vocally and in secret and attend to all family duties. (Doctrine and Covenants 20:51.)

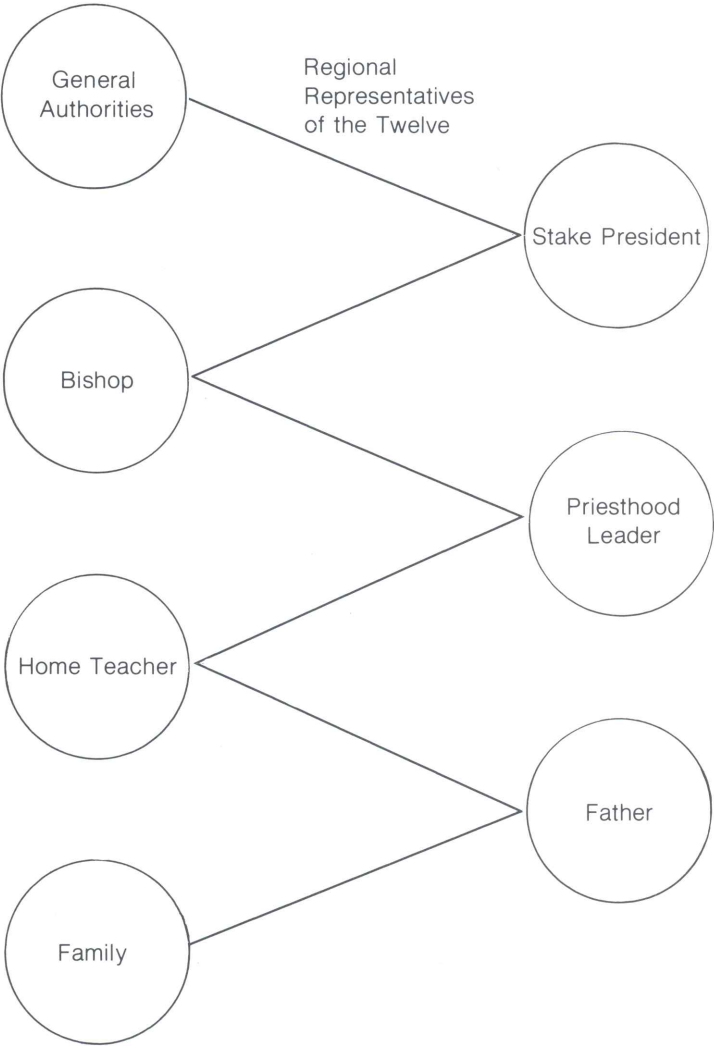
It is the home teacher's duty to "visit the house of each member" and to exhort them "to pray vocally and in secret and attend to all family duties." To encourage and inspire members "to attend to all family duties" is one of the responsibilities of home teachers.

It is the duty of the home teachers to "see that the church meet together often, and also see that the members do their duty." (Doctrine and Covenants 20:55.) The home teacher is to get families to *attend* to all their duties and get all the members to do their duty.

The family, presided over by the priesthood holder, is the basic Church unit. The order of the priesthood requires home teachers to work with a family through the presiding authority in the family, the father. The father should be recognized in his position. The Lord is holding him responsible for the righteous function of his family in relation to other Church units and for the conducting of his family into eternal life. Home teachers working with and through the father strengthen his role and responsibility.

# Organization

The direct line of home teaching organization is as follows:



The stake president is assisted by his counselors, by the stake executive secretary, by the stake priesthood executive committee, and by the stake council. Likewise, the bishop receives assistance from his counselors, from the ward executive secretary, the ward priesthood executive committee, and the ward council.



# RESPONSIBILITY FOR HOME TEACHING



## Stake

### *THE STAKE PRIESTHOOD EXECUTIVE COMMITTEE*

The stake priesthood executive committee is composed of the stake presidency and all members of the stake high council. The stake clerk takes minutes of committee meetings and the stake executive secretary serves as secretary to the committee, but neither is a member.

#### *Stake President*

The stake president, aided by his counselors and the other members of the stake priesthood executive committee, directs the home teaching program in the stake and wards.

The stake president (his counselors may be present) conducts a priesthood home teaching evaluation with each bishop each month.

#### *Stake High Council Members*

The stake high council members offer counsel and carry out responsibilities in the home teaching program as assigned by the stake presidency.

#### *Stake Clerk*

Although not a member of the committee, the stake clerk keeps the minutes of each meeting of the stake priesthood executive committee.

#### *Stake Executive Secretary*

The stake executive secretary serves as the secretary to the stake priesthood executive committee. However, he is not a member of this committee or the stake council. He is to promote home teaching under the direction of the stake presidency. To do this he will—

1. Assist the stake president in scheduling monthly priesthood home teaching evaluations with the bishops.
2. Be present at the evaluations, except when confidential matters are discussed, to record all assignments made.
3. Develop for the stake president's consideration ideas and plans and their possible implementation to promote home teaching.
4. Keep the stake presidency informed on the progress of all items relating to home teaching.

5. Stay abreast of and keep the stake president informed of all new home teaching policies, suggestions, and publications from the General Authorities and general Church committees.

6. Cooperate with the stake clerk to see that all home teaching reports are punctual and accurate.

7. Prepare statistical charts and visual aids to encourage and improve home teaching.

8. Keep a written record of assignments given to members of the stake priesthood executive committee relating to priesthood home teaching and family home evening, and inform the stake president about needed follow-up.

9. Train ward executive secretaries collectively and individually when invited by the bishops or assigned by the stake president.

10. Report activities that may conflict with the time reserved for family home evening in the stake.

11. Cooperate with the ward executive secretaries in the distribution of the family home evening manuals.

The stake executive secretary will not direct anyone, but will act in an advisory capacity only.

### *Stake Council*

The stake council includes all members of the stake priesthood executive committee plus the following:

1. Stake Primary president
2. Stake Relief Society president
3. Stake general secretary Aaronic Priesthood—Youth (YMMIA superintendent)
4. Stake Young Women's Mutual Improvement Association president
5. Stake Sunday School superintendent

The stake priesthood executive committee and the stake council bring to bear the full power of the stake in assisting the individual family and its members through the programs of the Church. Assignments are made to see that the ward Melchizedek Priesthood quorums and, in turn, the home teachers are alerted to the ways they are to carry out their responsibilities.



## Ward

### *WARD PRIESTHOOD EXECUTIVE COMMITTEE*

The ward priesthood executive committee is composed of the bishopric, the Melchizedek Priesthood quorum presidents and/or group leaders, the general secretary Aaronic Priesthood—Adult, and the general secretary Aaronic Priesthood—Youth (YMMIA superintendent.) The ward clerk takes minutes of meetings and the executive secretary serves as secretary to the committee, but neither is a member.

### *Bishop*

The bishop, with his counselors and through the ward priesthood executive committee, directs the home teaching activities in the ward. The bishop (his counselors may be present) conducts a priesthood home teaching evaluation with each priesthood leader each month.

### *Priesthood Leaders*

Priesthood leaders represent their various areas of responsibility and offer counsel on all matters brought up in the ward priesthood executive committee meeting. Assignments are made to



priesthood leaders to enlist the aid of home teachers in working with the ward families. Each month the priesthood leader conducts a priesthood home teaching evaluation with each senior home teacher under his supervision.

#### *Ward Clerk*

Although not a member of the committee, the ward clerk keeps minutes of each meeting of the ward priesthood executive committee.

#### *Ward Executive Secretary*

The ward executive secretary is not a member of the ward priesthood executive committee or the ward council. His major responsibility is to serve as a secretary to the committee and to promote home teaching under the direction of the bishopric. To do this he will—

1. Assist the bishop in scheduling monthly priesthood home teaching evaluations with the priesthood leaders.
2. Be present at the evaluations, except when confidential matters are discussed, and record in duplicate all assignments made.





3. Develop for the bishop's consideration ideas and plans and their possible implementation to promote home teaching.
4. Keep the bishopric informed on the progress of all items relating to home teaching.
5. Stay abreast of all new policies, suggestions, and printed materials from the stake and from the general Church committees and keep the bishop informed.
6. Cooperate with the ward clerk to see that all home teaching reports are punctual and accurate.
7. Prepare statistical charts and visual aids to encourage and improve home teaching.
8. Keep a written record of assignments given to members of the ward priesthood executive committee relating to priesthood home teaching and family home evening, and inform the bishop about needed follow-up.





9. Prepare and distribute the Three-Year Record of Home Teaching forms.

10. Report activities that may conflict with the time reserved for family home evening.

11. Arrange for distribution of the family home evening manuals.

12. Promote, through home teaching, improvements in the quality of family home evening in every family.

The ward executive secretary will not direct anyone, but will act in an advisory capacity only.

#### *Ward Council*

The ward council includes the members of the ward priesthood executive committee plus the following:

1. Ward Primary president
2. Ward Relief Society president
3. Ward Young Women's Mutual Improvement Association president
4. Ward Sunday School superintendent

The purpose of the ward executive committee and of the ward council is to bring to bear the full power of the ward and the home teachers in helping the ward members and families through the programs of the Church.



## Priesthood Home Teachers

Priesthood home teachers perform their duties as representatives of both the bishop and the priesthood quorum or group. They are the designated link between the various Church organizations and the home.

They are to "watch over the church [families] always, and be with and strengthen them." (Doctrine and Covenants 20:53.) To do this they take to the families instructions received from the leaders in the priesthood home teaching evaluation. They strive to strengthen the father and to work with the family through him.

The preface to this handbook contains some of the Lord's instructions that apply to home teachers. These instructions should be studied carefully and often.

The series of leaflets titled Suggestions to Priesthood Home Teachers aids home teachers in learning their duties and gives them helpful suggestions on how to perform their duties.





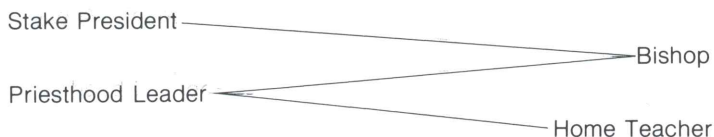
# REPORTING AND RECORD KEEPING

There are two methods of reporting in the priesthood home teaching program:

1. Priesthood home teaching evaluations
2. Written reports



## Priesthood Home Teaching Evaluations



At least once each month each person shown above should have a personal contact with the priesthood officer appearing next to him on the chart. These personal contacts are the priesthood home teaching evaluations. Their purpose is to train each person individually. The book titled *Conducting the Priesthood Home Teaching Evaluation* (Salt Lake City: Priesthood Home Teaching Committee, 1970) offers help on how this is to be done.

The evaluations should be conducted in a quiet and private place. Junior companions, assistant group leaders, or counselors need not be present but may be invited to attend if so desired. Executive secretaries may be present to record specific assignments made.

Priesthood quorum counselors and assistant group leaders, when authorized, may conduct home teaching evaluations with senior home teachers. These men then report to the priesthood or group leader regarding every family assigned to them. The priesthood or group leader then meets with the bishop for the home teaching evaluation.

At each evaluation, the following should be done:

1. Consider in a constructive way the temporal and spiritual needs of individuals and families.
2. Set specific goals that will help meet these needs.
3. Determine ways of accomplishing these goals, considering the father in the family at all times.
4. Record the specific plans in duplicate so that each may have a copy. (In evaluations conducted by bishops and stake presidents, the executive secretary should, unless excused because of a confidential situation, perform this function.)
5. Make plans to take to the families the information and directives from priesthood leaders, including the principles and programs discussed in the priesthood executive council meetings.
6. Follow up on items considered in the previous evaluation meeting.

The evaluations may be held at any time during the month. Each ward and stake should determine their own schedule. The Three-Year Record of Home Teaching will be useful in evaluation sessions.



## Written Reports

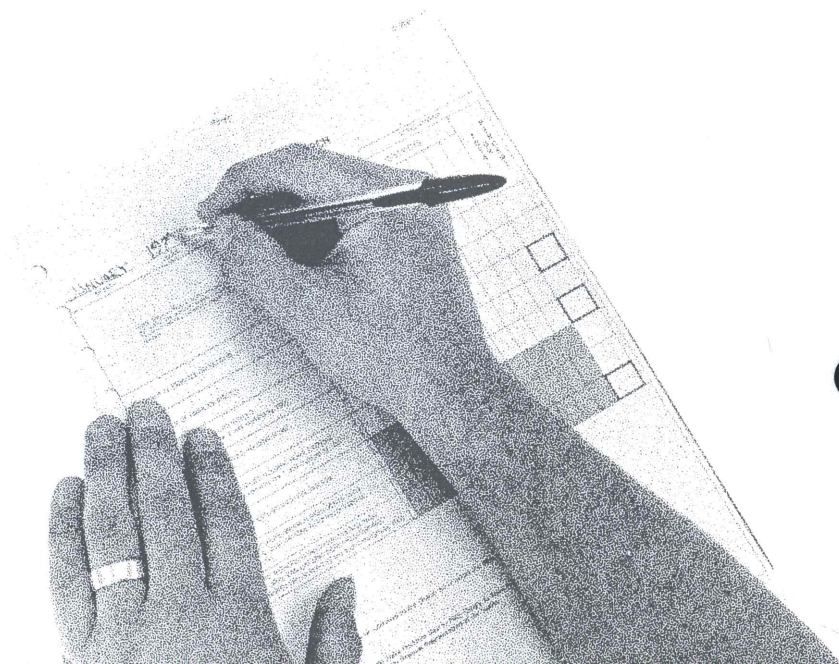
The written reports should be forwarded without waiting for home teaching evaluation to be accomplished. There are four written reports, each of which should be filled out according to directions and the schedule indicated on the report.

### Home Teacher's Monthly Report to Priesthood Leader (To be submitted by third of month that follows month being reported)

### Priesthood Leader's Monthly Report to Bishop (To be submitted fifth of month that follows month being reported)

# Ward Report to The Stake

Stake Report to the Church  
(To be submitted by twentieth of month that  
follows month being reported)





## Three-Year Record of Home Teaching

17

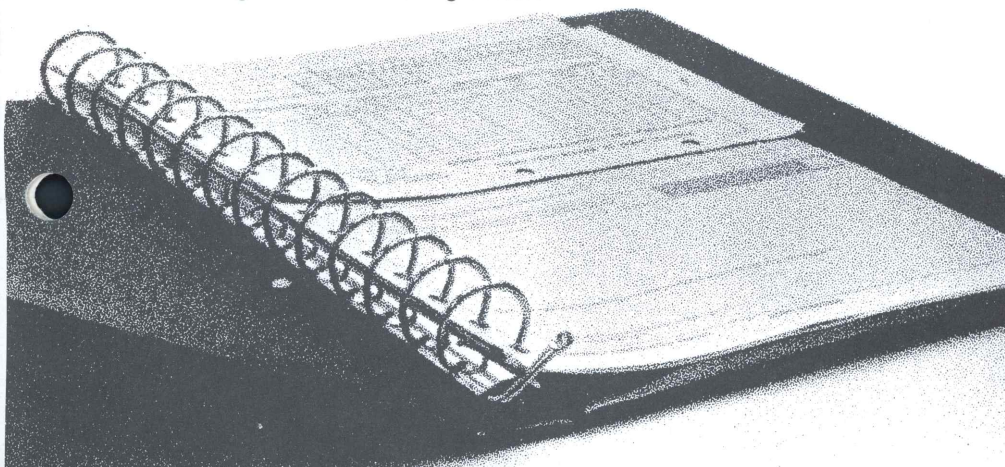
FAMILY		Family Visited														Family Home Evening Held Monthly																
ADDRESS	PHONE	Year	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
NAME																																
ADDRESS																																
PHONE																																
CITY																																
STATE																																
ZIP																																
COUNTRY																																
BAPTIST																																
METHODIST																																
LUTHERAN																																
PRESBYTERIAN																																
OTHER																																
BISHOP'S PRIESTHOOD LEADER'S, AND HOME TEACHER'S																																
THREE-YEAR RECORD OF HOME TEACHING																																

The bishop, through the ward executive secretary, supervises the initial preparation of three copies of the Three-Year Record of Home Teaching. The bishop keeps the original and distributes two copies to the priesthood leader. The quorum or group leader gives one copy to the home teacher to whom the family is assigned.

The bishop should keep a record for each family in the ward. These are to be arranged in the fourteen-ring binder (available without cost from the General Church Distribution Center). Dividers may be used to either alphabetize all names (for quorum or group leaders) or divide them according to quorums (for the bishop). They should be overlapped as illustrated.

A record for each family assigned to the priesthood leader should be placed in his fourteen-ring binder.

The home teacher should keep the record of each of his families in his regular home teaching binder.



# CALLING OF HOME TEACHERS

## **Aaronic Priesthood—Adult and Aaronic Priesthood—Youth**

Home teachers to families presided over by members of the Aaronic Priesthood are called directly by the bishop. Usually, two spiritually mature home teachers are called to visit families headed by Aaronic Priesthood adults.

## **Elders, Seventies, and High Priests**

The senior home teacher to families headed by elders or widows of elders should be an elder. He may have as his partner an elder, a priest, or a teacher. Deacons may also be home teachers if there are not enough teachers or priests available. The priesthood quorum or group leader recommends to the bishop the possible assignments of families to pairs of home teachers. After receiving the approval of the bishop, the priesthood quorum or group leader calls both the senior and junior home teachers.

The same procedure should be followed for seventies and high priests, but the senior companion is, of course, a seventy or a high priest.





# ASSIGNING FAMILIES

The bishop arranges or approves the assignment of home teachers to every family in the ward.

## **Melchizedek Priesthood Leaders**

Families headed by holders of the Melchizedek Priesthood or their widows are the responsibility of their respective priesthood quorum president or group leader. This person recommends to the bishop which of his quorum members could best perform the home teaching responsibilities relative to the families of his quorum.

A family where the wife is a member but the husband is a non-member should be assigned to the seventies quorum. Any family where the husband holds the Melchizedek Priesthood and the wife is a nonmember should have a seventy assigned as one of the two home teachers.

## **General Secretary Aaronic Priesthood—Adult**

Certain families headed by adults are assigned to the general secretary Aaronic Priesthood—Adult. These should include—

1. Any family headed by an unordained male member.
2. Any family headed by an Aaronic Priesthood member.
3. Any family headed by a widow of an Aaronic Priesthood member.
4. Any "family" (so designated for home teaching purposes) headed by an unmarried male member who does not hold the Melchizedek Priesthood.
5. Any "family" (so designated for home teaching purposes) headed by an unmarried female.

## **General Secretary Aaronic Priesthood—Youth (YMMIA Superintendent)**

Families headed by a youth are assigned to the general secretary Aaronic Priesthood—Youth. These would include the following, who are designated as "families" for home teaching purposes:

1. Single Aaronic Priesthood holders or any girls of the same age who are living at home and whose parents are not members of the Church.
2. Single Aaronic Priesthood holders and girls of the same age who are living away from home.

# TRAINING PROGRAM

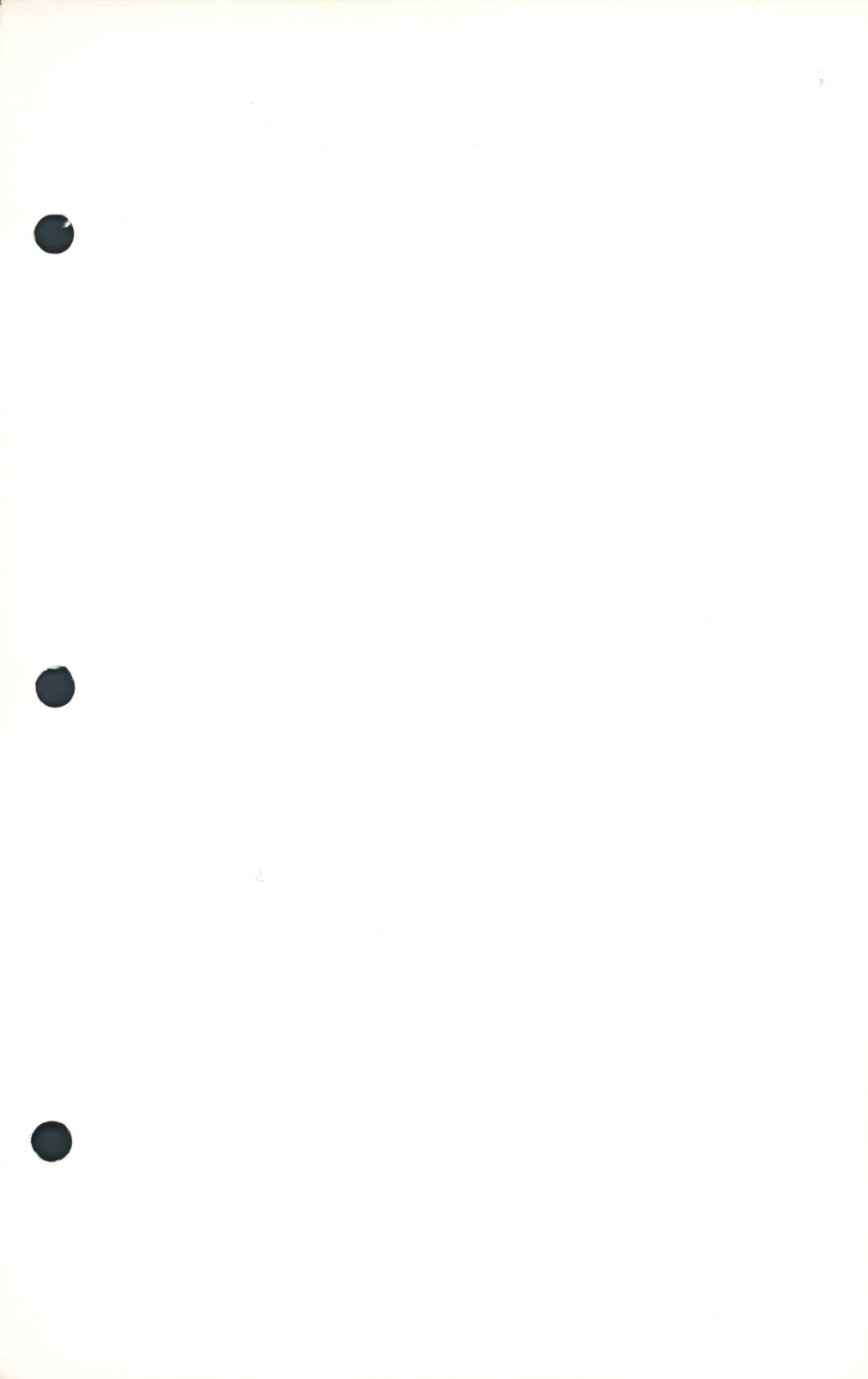
A series of leaflets, Suggestions to Priesthood Home Teachers, has been prepared by the Priesthood Home Teaching Committee. These leaflets, available from the General Church Distribution Center, are brief and give specific instructions to assist home teachers in all aspects of their work. Both senior and junior home teachers should be supplied with these leaflets, which may also be used as the source of ideas for discussion in priesthood executive meetings, quorum meetings, and priesthood home teaching evaluations. As the home teachers receive the leaflets, they should place them in their three-ring binders.

Some time should be spent in the opening exercises of priesthood meeting to motivate and instruct home teachers. The bishop should decide how to best use this time. The approach should be positive. Examples of effective home teaching may be presented with praise enthusiastically given for efforts of the home teachers. Priesthood executive committee meetings and ward council meetings are excellent times for training priesthood leaders.

Priesthood leaders should see that training is provided in the quorums. Representatives from priesthood quorums and/or groups and the auxiliary organizations could be invited to the quorum to give instructions on how the home teachers can assist the various programs of the Church.

The instruction that each pair of home teachers may need should be provided at the priesthood home teaching evaluation. It is also an ideal time to train priesthood leaders in matters pertaining to home teaching.









How can I  
make a child's  
baptism seem  
important  
to him?

Reviewing family record  
sheets and talking  
to children will help  
you to know . .





## **When A Child Turns Eight Years Old**

You, his home teacher, should help make baptism important to him.

1. Ask the father in private, "Can I do anything to help Benny understand the principle of baptism?"
2. If he says, "No, we are doing that," then you can skip to number 4.
3. If he says "Yes," then you can, either privately or with the family, use the picture on this brochure and make the following points:

When you are baptized you make a covenant. A covenant is two promises.

### **Your promise**

I will live the gospel as it is taught to me at home and at Church. (Discuss some gospel principles such as prayer, church attendance, honesty, helpfulness, cheerfulness and others.)

### **Heavenly Father's Promise**

He will let me be a member of his kingdom on earth (The Church of Jesus Christ of Latter-day Saints) and his kingdom in heaven. He will forgive me of things I have done wrong.



*Jesus answered, Verily, verily, I say unto thee, Except a man be born of water and of the Spirit, he cannot enter into the kingdom of God. John 3:5*

4. Tell the child that you want to write down the date of his baptism. Ask him if he knows why.

If you can do so sincerely, tell him it is because you feel he is a special person and you want to be there to see him make his special promise to Heavenly Father. Bear testimony to him of the needfulness of baptism.

5. Be at his baptism. Give him a little book or something in which you have written him a special message of congratulations.









How can  
I encourage a  
child to go  
to Primary?

HE DOESN'T  
ATTEND AND  
I WONDER . .





## **Whose Responsibility is it to Get the Non-Attending Child to Go to Primary?**

**The Primary Teacher** can be a second witness to the parents in teaching the gospel to their children. She loves children, she understands them and she can be effective in helping them to live the teachings of our Heavenly Father and Jesus. She knows that "not one child should be lost." She has some responsibility to every child that should be in her class. But she is limited in what she can do.

**The Primary President** is concerned about every child under her direction. She wants the inactive child to receive the benefits of the Primary program. She feels her responsibility to the child who does not attend but she cannot contact him.

**Children of the Same Age Group** are anxious to help get their friends to come to Primary but they need direction.

**The Parents** have been given the responsibility to get their children to Primary. When children do not attend, the parents are failing to assume this responsibility.

**Yours** (The Child's Home Teacher) you are the one called to see that each child from four to eleven years of age in the families assigned to you, attends Primary. You cannot shirk this responsibility. You are charged with the spiritual welfare of each member of the family.

---

*... that little children also may receive instruction before me as is pleasing unto me. D&C 55:4*

---



## How Do I Fulfill My Responsibility?

The Primary teacher, the Primary president and the children of the same age groups can do much to help you. But you are the one who must coordinate their efforts.

**The Parents.** Inform them of how the Primary can help them to teach their children to pray and to walk uprightly before the Lord. Discuss with the parents their responsibility to their children and how they can fulfill it.

**The Primary Teacher.** Consult with her. Learn about the programs for the children in your care, the activities, the special events, etc. Arrange for the teacher to visit the child to show him how exciting Primary can be. Talk enthusiastically to the child about Primary. Offer to have the teacher call for the child on Primary day.

**The Primary President.** Confer with her and your priesthood leader. Suggest that they discuss the child who is not attending in ward council meeting to get pertinent suggestions. Perhaps the Relief Society teachers could be invited to assist.

**The Other Children** may be invited to go into the homes with you to invite non-attending children to attend. They may offer to call for the child on Primary day.

**You** may arrange transportation for the child if distance is a problem.

With the permission of the parents, the senior home teacher could interview the child personally, have a heart to heart talk to find out why the child does not attend. A plan could then be laid whereby the child's attitude could be changed.

With this kind of effort on the part of the home teacher, the child will attend Primary.







**How Can  
I Discern  
What My Families  
Need So That I  
Can Help  
Them?**

**If You Desire to Help  
All of Your Families  
Equally You Might  
Have to Help Them  
All Differently by:**



## **Being discerning as to each family's individual needs.**

The key to helping is that of sensing a need. It is indeed foolish to help someone cross the street when they don't want to be on the other side.

If you try to help someone without first discerning his needs, interests, or moods, he may oppose rather than accept your efforts to help.

In the following examples, who indicates that he lacks discernment?

1. He who stays longer than he is welcome.
2. He who talks but doesn't listen.
3. He who continues to speak when others are bored.
4. He who preaches change before he gains trust.
5. He who gives the same lesson in the same way to every family.

All of these lack discernment and all could see extremely slow progress.

## **You can help your families by first discerning where they are and how they feel. To do this you should:**

**\*See and Listen.** When you're with the families, watch them. Do they seem in a hurry? If so, honor their desires by offering to return at another time. Do they seem worried? try to find out what is worrying them. Listen to their problems. Listen to both what they say and **what they don't say.**



*And to others the  
discerning of spirits.*

*Doctrine and  
Covenants 46:23*



**\*Think and Feel.** Think about what you see and hear. Try to determine in your mind what your families are facing—what they think and what they feel.

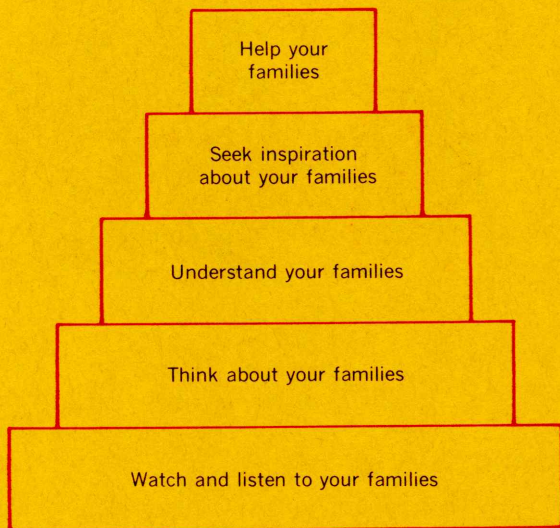
**\*Understand.** If you sense that your families have problems, don't condemn them. The more you learn about them, the more you need to understand them. Once you truly understand, you have reached a point where you can help.

**\*Pray.** Ask the Lord to help you discern the needs of your families. Your own reasoning may not be enough. The Lord knows the hearts of your families. Ask him to reveal to you those things you need to know. Be ready to act on hunches and intuitions that come into your mind.

By being discerning as to the needs of your families and by being patient, you will be able to help them.



## ALL IN THE SPIRIT OF PRAYER



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The Key to Helping Your Families

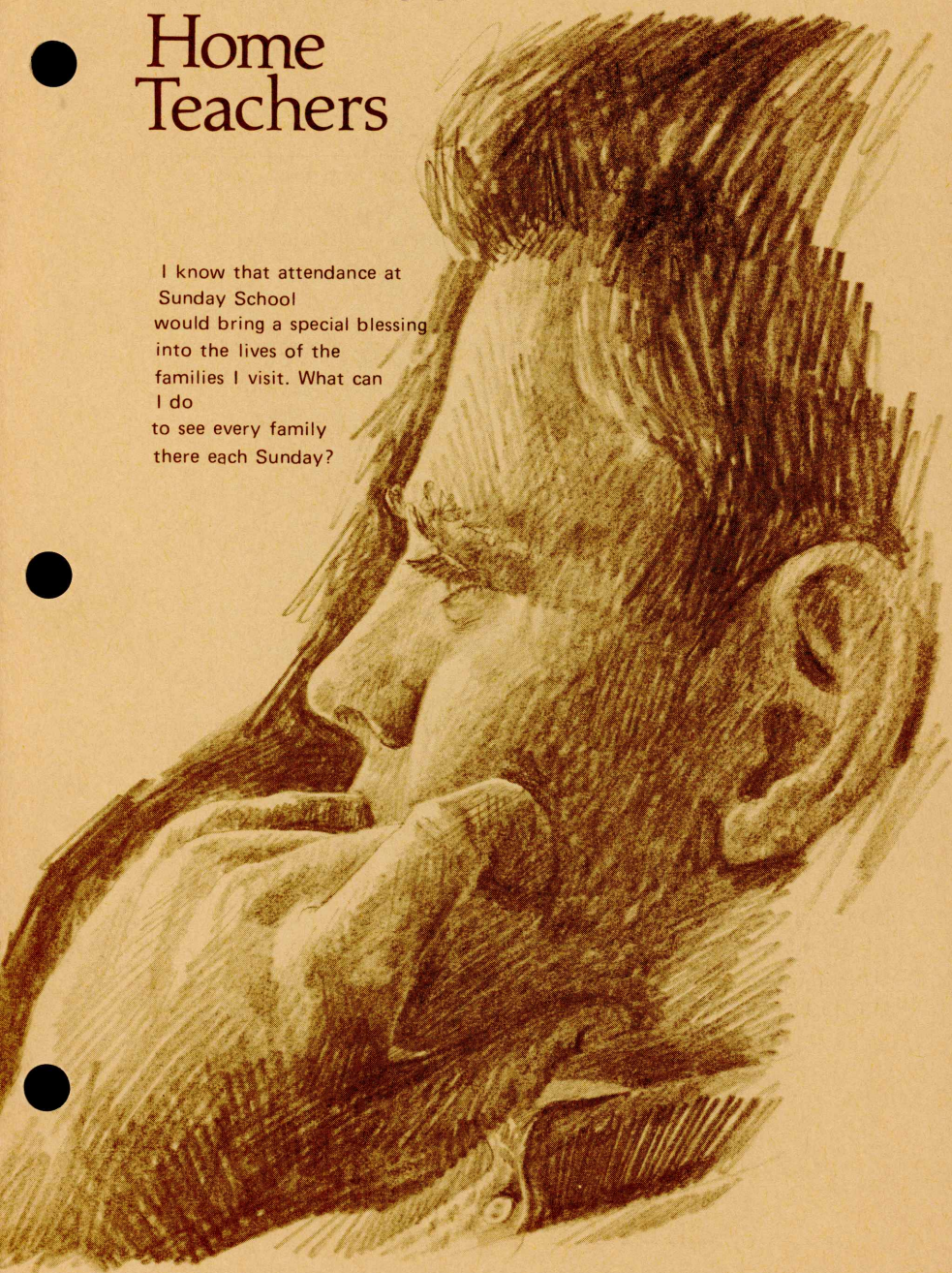
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# Suggestions to Priesthood Home Teachers

No. 16

I know that attendance at  
Sunday School  
would bring a special blessing  
into the lives of the  
families I visit. What can  
I do  
to see every family  
there each Sunday?





## **Attend Yourself**

---

First attend Sunday School yourself. You'll then become acquainted with the benefits. Your enthusiasm will be contagious as you make your home teaching visits.

## **Welcome Your Families**

---

At Sunday School extend a warm welcome to your families especially those who haven't been attending regularly. Shake hands with each one and help them get to their proper classes.

## **Working With Non-Attending Adults**

---

Say something like, "I hope you'll be at Sunday School next Sunday morning. I've talked to the teacher and he says we'll be talking about . . . It sounds interesting doesn't it? If you'd like, I could pick you and your family up and we could go together. If you want to come over on your own I'll be there to greet you."

Bear your testimony as to the joy your family has experienced as you have attended the Sunday School worship service together. Point out that it's an ideal way to observe the Sabbath day.

Sunday School is an activity in which family members of all ages can join—on a day and at a time especially suited to worshipping together, and learning about the Gospel of Jesus Christ.



### Working With Younger Non-Attendees

Parents: Ask them to encourage their children to attend.

Teacher: Ask what the class is doing and for names of other class members. Have him help you reach the child. Or have a class member help.

Other Young People: Ask those the same age to encourage the young person to attend. Class officers can help most.

The Junior Companion: Have him use his influence with the young non-attender.

The Phone: Call the non-attender on the phone Saturday evening, and good naturedly suggest that you will be looking for him in Sunday School.

### Help Through Priesthood Channels

Through the ward council, the names of non-attenders will be given to your priesthood leader. He should pass them on to you. Ask him for these names. He'll have suggestions as to how to get each person to attend.

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**Make your next home teaching visit a powerful, persuasive influence by encouraging non-attenders among your families to attend Sunday School the very next Sunday.**

---





How can  
I encourage a  
child to go  
to Primary?

HE DOESN'T  
ATTEND AND  
I WONDER . .





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---

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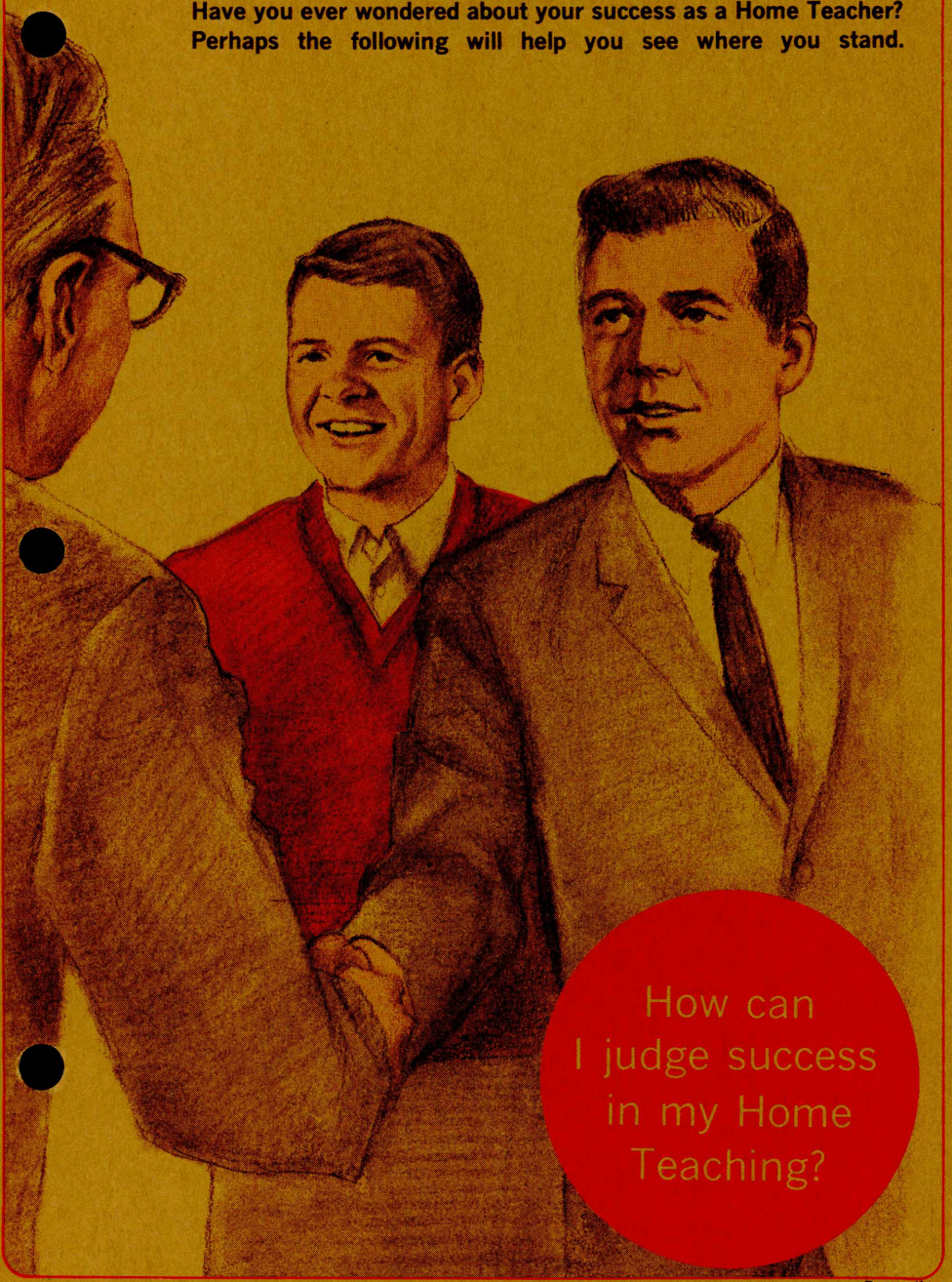
With this kind of effort on the part of the home teacher, the child will attend Primary.







Have you ever wondered about your success as a Home Teacher?  
Perhaps the following will help you see where you stand.



How can  
I judge success  
in my Home  
Teaching?



**I would rate my success as  
a home teacher as being:**

- |                     |                          |
|---------------------|--------------------------|
| <b>A. Excellent</b> | <input type="checkbox"/> |
| <b>B. Good</b>      | <input type="checkbox"/> |
| <b>C. Average</b>   | <input type="checkbox"/> |
| <b>D. Poor</b>      | <input type="checkbox"/> |
| <b>E. A Failure</b> | <input type="checkbox"/> |

If you visit your families at least once a month and you rated yourself below average, then you are probably right. The reason you are right is that you are what you think you are.

If you feel you are below average, you can't radiate inspiration and enthusiasm when you are with your families.

If you don't visit your families at least once a month and you rated yourself average or above, you must have misunderstood the rating. You don't do any good unless you make your visits.

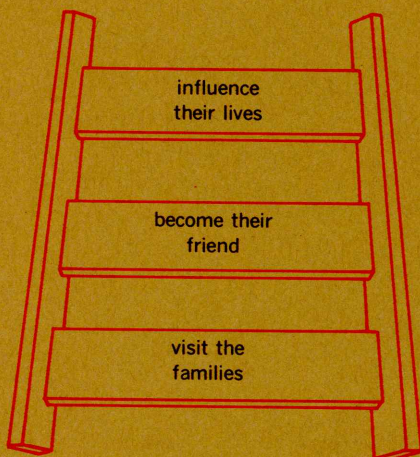
If you make your visits and rated yourself average or above, you are probably right. You feel good about your work, and therefore you probably radiate confidence and inspiration when you are with your families.



Study this chart for a moment.

Are You Successful as a Home Teacher?

### The Success Ladder



As long as you are on the ladder (no matter where) and you are going up, you are successful.

Success should not be measured by whether or not you have reached your final goal, but by the direction in which you are steadily moving.

If you are visiting your families and have a sincere desire to be helpful, you are successful.



If you are becoming a friend to your families by knowing their names, their birthdays, their interests, their hopes, and their fears, you are successful. If the families seem genuinely pleased when you come and radiate a love toward you, you are successful.

If you can help them improve in family love and harmony, in Church activity, or make any other positive changes, you are successful.

Rate yourself again according to what you have just read and according to what you intend to be.

**I would rate my success as a Home Teacher as being:**

A. Excellent

☐

B. Good

☐

C. Average

☐

D. Poor

☐

E. A Failure

☐

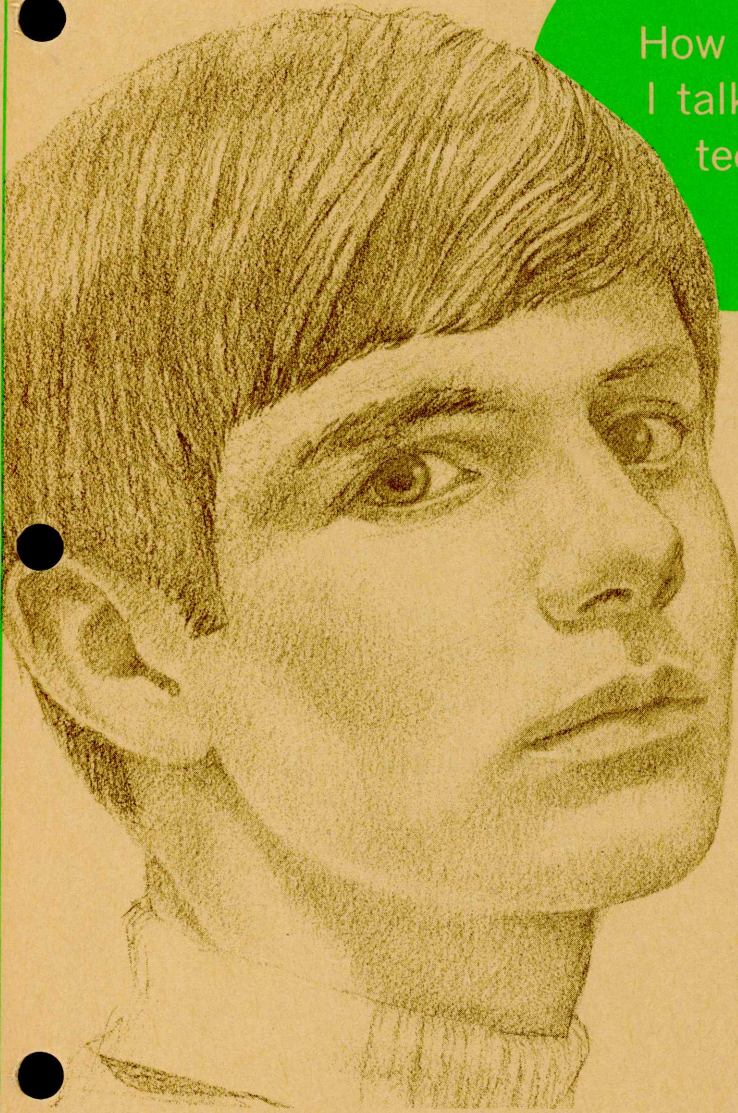
**When I judge myself as a Home Teacher, I shouldn't sell myself short!**

*Brethren, shall we not go on in so great a cause? Go forward and not backward.*

*Courage, brethren; and on, on to victory! . . .*

*Doctrine and Covenants 128:22*





How can  
I talk to  
teens?

You are in the home of the Jones family. They have a fourteen-year-old daughter and a sixteen-year-old son. You feel you know how to talk to the parents, but the problem is how to talk to the teenagers. . . .



Choose one response for each of the following sets. Then check your answers with the ideas on the opposite page.

1. "Well, it's good to be in a home where there are young boys and girls."

☐

"Well, it's good to be in a home where there are young men and women."

☐

2. "Susan, you must be in about the ninth grade."  
"No, I'm in the eighth."

☐

"Susan, you must be in about the seventh grade."  
"No, I'm in the eighth."

☐

3. "So, you're not a ball player, Jeff. I thought all boys were ball players."

☐

"So, you're not a ball player. What are your interests and hobbies?"

☐

4. "Both of you look like A plus students. How are you doing in school?"

☐

"It seems like today's young people don't appreciate school. I hope you two are doing your best in school."

☐

---

*Wherefore, he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together.*

*Doctrine and Covenants 50:22*

---

**\*Teenagers like to be called young men and women.** Treat them, by your actions and words, as adults.

**\*They want to be considered on the grown-up side.** You might even call them brother and sister or better still, call them by their first names. Look them right in the eyes, and talk to them with respect.

**\*Teenagers like their ages to be overestimated.** Susan would be flattered to think she appeared a little ahead of where she is.

**\*You lose ground by pulling teenagers down toward childhood.** True, we don't want them to rush growing up, but your casual conversations with them aren't the place to keep them younger than they are.

**\*Sports are a common denominator with many teenage boys.** Use whatever knowledge about them you have. Don't make a boy feel he is not a man if his interests are elsewhere. Have respect in all cases.

**\*Find out what his interests are.** If he says photography and you don't know anything about it, ask him to show you his camera or some pictures he has taken. Be interested in his interests.

**\*Mix a little humor and teasing in with seriousness.** Teenagers respond to such a mixture because it isn't considered preaching.

**\*Be careful of preaching.** If you do want to encourage a teenager to do better, do it with permission of his father; and above all, do it when only the two of you are present. Don't put him on the spot in front of his family.





How can  
I talk to  
children?

Someone who  
understands children  
has said:



When talking to children, make them feel important by—

- \* Noticing upon entering a home that there are children present and greeting them immediately.
- \* Talking to them with the dignity which a child of God deserves.
- \* Learning their first names and using them often.
- \* Talking directly to them even though others are present.
- \* Using the same respectful tone of voice that you use when talking to adults.
- \* Asking questions about their interests. Remember the answers, and make them a part of the next talk you have with them.
- \* Telling them about some other children you know who are about their age.

Talking to children is a satisfying experience and makes you a welcome visitor.

---

*But Jesus called them unto him, and said, Suffer little children to come unto me, and forbid them not: for of such is the kingdom of God. Luke 18:10*

---

Every child  
wears a sign  
that says



I Want to  
be important  
now!

And when they  
don't respond  
to us it is  
because we don't  
read the sign.





# HOW DO I ENCOURAGE FAMILIES TO IMPROVE HOME EVENINGS



If a family says, "We have home evenings but the children don't really enjoy them," what can I do to help?



Explain to the father that the manual used in the right way can really help get a family started on an enjoyable family home evening.

**ASK THE FATHER:** Which of each set of statements best describes what you would say at a home evening?

**THEN ASK:** Which of each set would make a home evening more enjoyable?

1. Johnny will lead the hymn, Judy will open with prayer, mother will read the minutes, and I'll give the lesson.

Let's all relax and see what each of us has to say. I'd like to get your feelings and ideas on something.

2. Judy, it looks like I caught you off guard. I'll come back in a minute and get your wisdom on another important question.

Come on, Judy, you ought to know the answer to such a simple question.

3. Jack, you were out until 12 o'clock on a week night. You know we've got rules about that.

We're pretty good at following our family rules, but what are your feelings on how we could improve a little?

4. That's a good question but we haven't got time to discuss it or we won't get to the end of the lesson.

That's a good question. Let's take time to see how we feel about that.

5. Hm, that's interesting. What's the reason for your feeling that way?

Boy! You've got a strange idea there. Who have you been talking to anyway?

6. We've talked about this long enough. Here is the way it is.

After hearing your comments, I can see why you feel as you do. As for me, this is the way I see it.

#### PERHAPS YOU OUGHT TO:

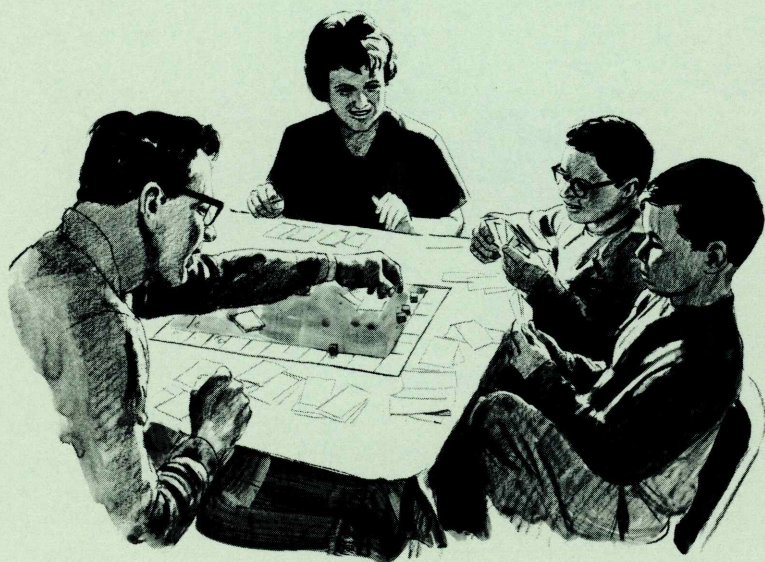
Be less formal

Compliment rather than criticize

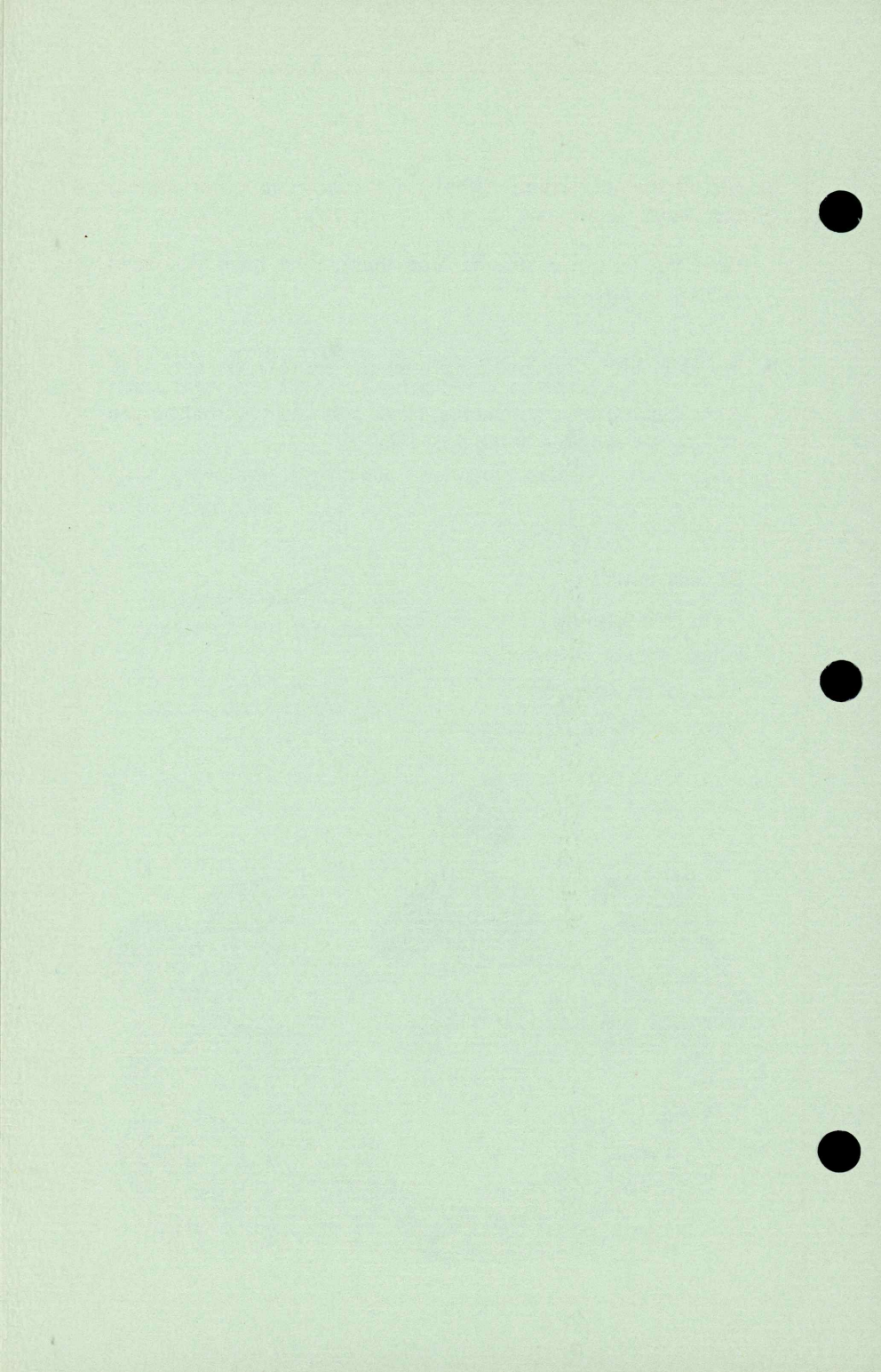
Follow family interests

Respect all opinions

Have delicious refreshments







# HELPING FAMILIES UNDERSTAND WHAT A FAMILY HOME EVENING IS



You have just asked one of your families if they hold regular family home evenings. They reply, "We think so, but we have a question."



## JUST WHAT IS A FAMILY HOME EVENING?

To have home evenings, families need to know what they are. Advise them of the following:

Family home evening is one evening a week when the family is together participating in a family-centered activity.

In order to have a good balance between discussions and activities, they should be held on a week night.

Family members should avoid other appointments. This is the time to be together as a family. Prayer should be a part of every family home evening.

## GOSPEL DISCUSSIONS

The Lord's admonition to parents is:

And again, inasmuch as parents have children in Zion, or in any of her stakes which are organized, that teach them not to understand the doctrine of repentance, faith in Christ, the Son of the Living God, and of baptism and the gift of the Holy Ghost by the laying on of hands, when eight years old, the sin be upon the heads of the parents.

Doctrine and Covenants 68:25

Most family home evenings will include gospel discussions. The manual can be a guide in such discussions.

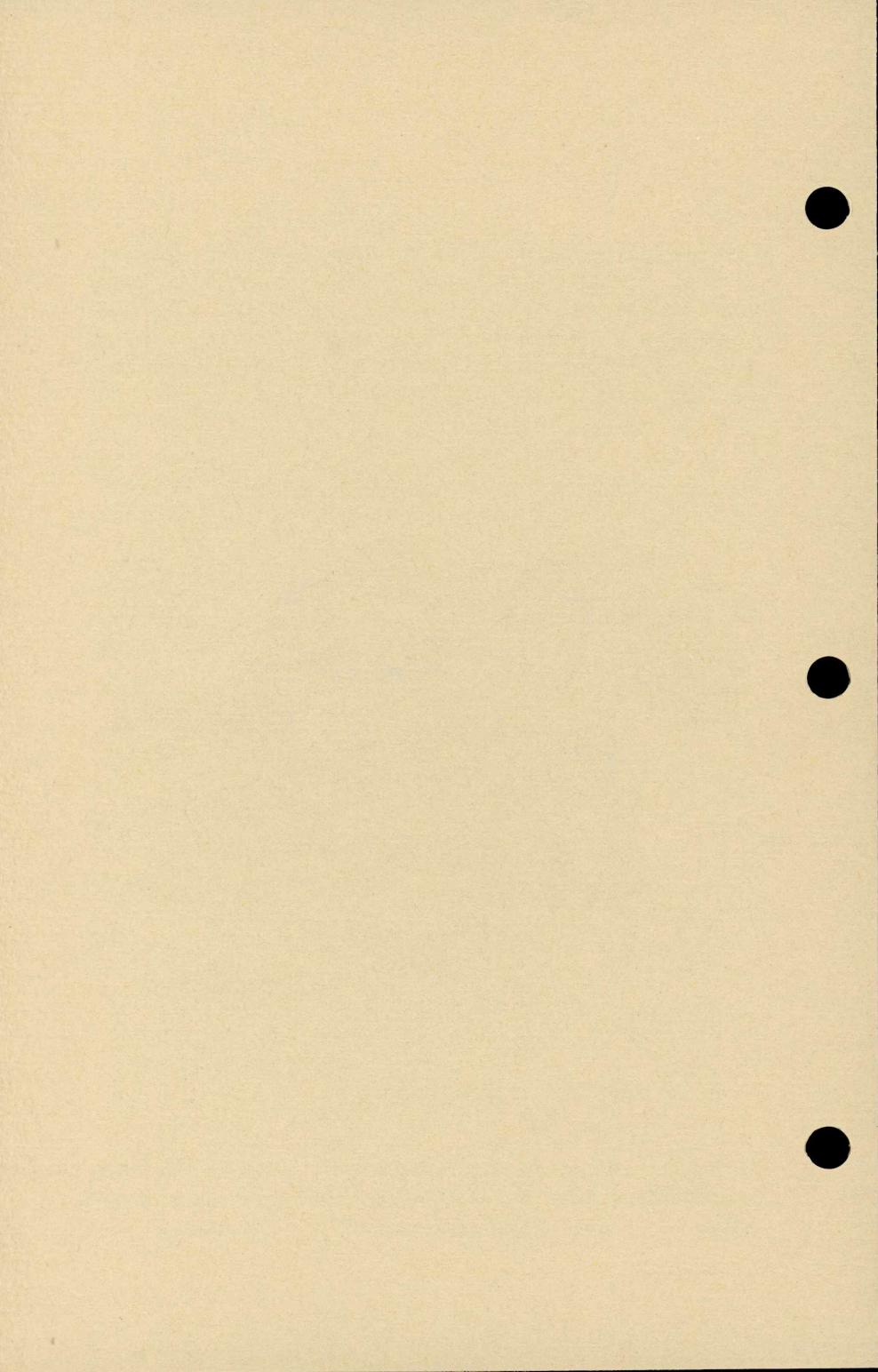
## ACTIVITIES

Families can participate in many different activities. A hobby-centered activity (fishing, boating, skiing) could be a family home evening occasionally. Pursuing a hobby week after week would tend to be hobby-centered rather than family-centered and would not continue to be family home evenings. The manual describes many enjoyable activities.



Occasional attendance at sporting events or commercial entertainment could be a family home evening, but not on a regular basis.





# HOW CAN I ENCOURAGE FAMILIES TO HOLD HOME EVENINGS



I can ask them if they hold home evening, but what if they say no?



#### POINT OUT TO THE FATHER:

A stake president presides over his stake. He holds meetings with his people.

A bishop presides over his ward. He holds meetings with his flock.

You preside over your family. Do you hold meetings with them?

#### ASSURE FATHERS BY STATING:

You don't have to be a great teacher. Just schedule the time and call your family together.

When they get together, say something like this: "I feel we should be together each week in a family home evening. We'll have prayers together, fun together, and discussions together and make our family a more understanding and united group. To do this, I'll need the help of each of you."

Invite family members to assist in planning the next few home evenings.

1. The manual will be a great help.
2. Let each choose a topic and do some of the teaching.
3. Plan a family-centered activity such as a picnic or a hike.



### OTHER IDEAS

If a family doesn't know how to begin, invite them to your own family home evening.

Help the parents prepare a home evening.

At the invitation of the father, talk to his family about having home evening.

Have home evenings yourself so you will be able to speak about experiences you are having, such as:

The other night our oldest son asked our family about a problem that was a concern to one of his friends. All of us had ideas on the solution. It's amazing what family members can learn from one another. We all look forward to our home evening.





# HOW TO ENCOURAGE THOSE WITHOUT CHILDREN TO HAVE FAMILY HOME EVENINGS



A family is a family regardless of the age or the number of its members. Therefore . . .



## ALL FAMILIES SHOULD HOLD HOME EVENINGS

### YOUNG COUPLES

Give young couples a family home evening manual perhaps even as a wedding present. Inside the cover write something like this:

"Family home evenings can help your marriage be all that your dreams tell you it can be."

By beginning early they have an excellent preparation for parenthood. A pattern of one night a week devoted totally to one another will add strength to the new family.



## COUPLES WHOSE CHILDREN ARE GROWN

Their relationship in the celestial kingdom will be closer than any other relationship. To prepare for that time, they should set aside a special evening each week to:

1. Read from the manual and discuss it.
2. Read from the scriptures.
3. Read from other Church books.
4. Do genealogy together.
5. Engage in gospel discussions.
6. Go on an outing together.
7. Occasionally invite children or grandchildren to their home evening.

## THOSE WHO LIVE ALONE

A person living alone is a "family" and should be counseled to spend a special time each week in gospel study. Those who read the manual on their own can live the principles which are taught.

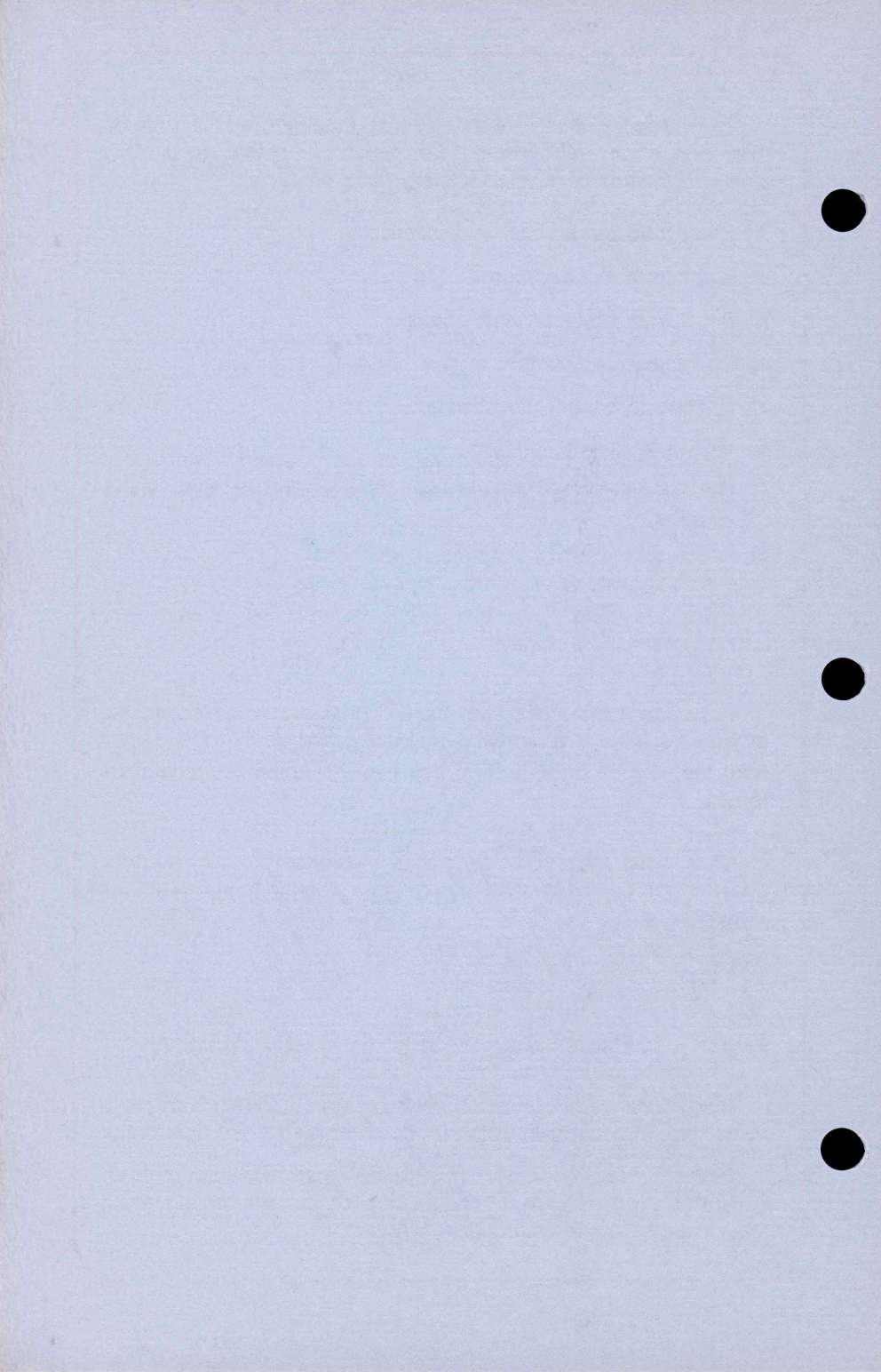
Your visits may serve as home evenings for these people. They might be invited to one of your family home evenings sometime.

## SINGLE PEOPLE WHO LIVE AWAY FROM HOME

Advise roommates to set aside a weekly time for family home evening and to help things go smoothly in the apartment.

Small groups living together in an apartment can get together at the direction of the bishop or branch president to have "family" home evenings.





# WHAT CAN I DO TO HELP A BOY ENTERING OR SERVING IN THE MILITARY SERVICE



One of my families has a boy in the service and another boy who is about to be drafted. I'd like to help these boys . . .



## WHAT CAN I DO FOR SOMEONE WHO IS SOON TO ENTER OR WHO IS ALREADY SERVING IN THE MILITARY?

Entrance of a son into military service is a matter of deep concern for many families. By your positive attitude and comments you can greatly assist not only a young man but an entire family as they meet this challenge.

## FOR A YOUNG MAN WHO IS ABOUT TO ENTER THE MILITARY

### CHURCH PAMPHLETS

Give to him the following Church pamphlets available through the ward executive secretary:

1. Two Years in the Service Can Be Profitable
2. So You Are Going into the Military Service
3. Message of the First Presidency

### CHURCH PUBLICATIONS

Encourage him to subscribe to the Church News and the Improvement Era.

### QUORUM LEADERS

Notify quorum leaders through the oral evaluation or by a phone call if he is leaving soon.



## PRESERVICE CHURCH ORIENTATION

Notify the young man of the time and place of the preservice Church orientation and encourage him to attend. (Your executive secretary will know about this.) Arrange for transportation if needed, and render other service as appropriate.

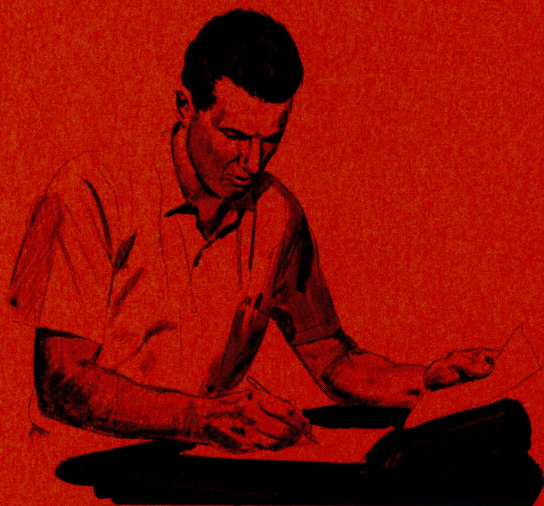
## FOR A YOUNG MAN ON ACTIVE DUTY

Show your interest in him by asking about his each time you visit his parents.

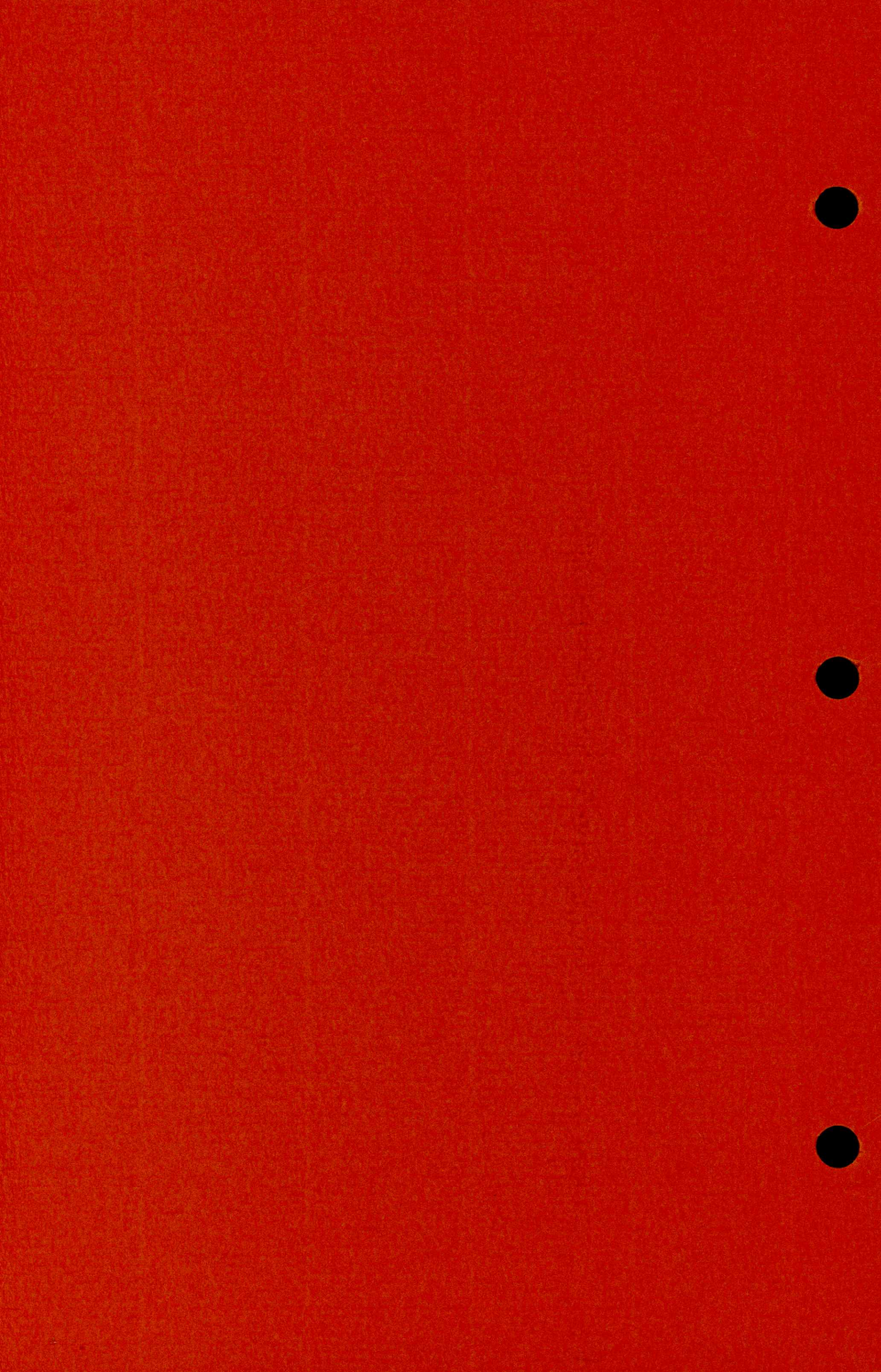
Make certain that he is receiving the Improvement Era and the Church News.

Write to him at least once a month about his family, his friends, and the ward. Send him birthday and other special occasion greetings. Give him spiritual encouragement in each letter.

Remember him in your prayers.

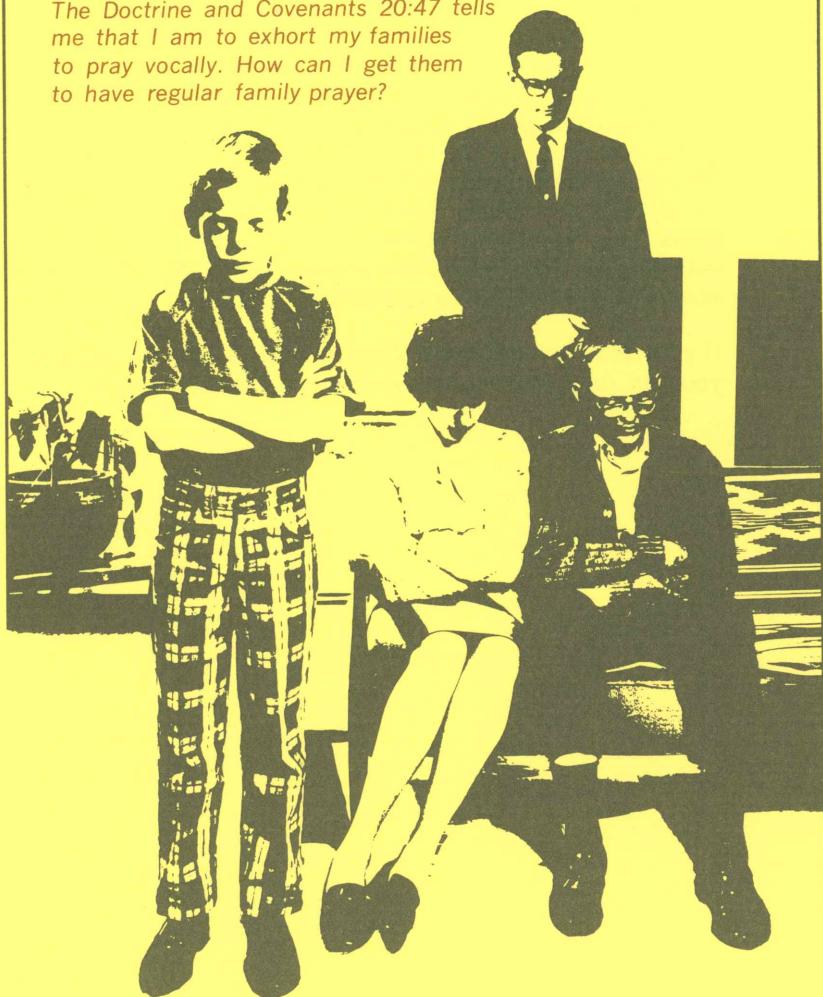






# How Can I Encourage a Family to Pray Vocally?

*The Doctrine and Covenants 20:47 tells me that I am to exhort my families to pray vocally. How can I get them to have regular family prayer?*





You might begin by stating:

The resurrected Christ counseled the Nephites:

“Pray in your families unto the Father, always in my name, that your wives and your children may be blessed.”

3 Nephi 18:21

Ask the father, “Do any of these problems fit your family?”

**1. Problem:** “We can’t all seem to get together for prayer.”

**Solution:** We can do that which we feel is important.

Evening prayer—Pray at evening meal with those who are there. Pray just before going to bed with those who are home. Encourage the others to try to be there in the future.

Morning prayer—Review the hopes of the day, saying something such as “Bless John as he takes his test today and bless Mary as she travels to the city to see her friend. Be with father in his work. Bless us in our home that we will have the spirit of love and faith.”

If your family members get up at different times and leave, you can pray with each one before he leaves.

**2. Problem:** "It's difficult to get started."

**Solution:** Ask the father: "Why not start right now. Who would you like to say the prayer?"

Invite the family to kneel and assist the one who is to pray.

**3. Problem:** "We just haven't felt a need to have family prayer."

**Solution:** Tell of this incident. A family argument wasn't yet over when it was time for morning prayer.

A son was called upon to pray and after addressing the Lord he said, "We don't have the right to pray. We don't have the spirit of love. Help us to feel better toward one another."

Upon arising from their knees the family found the prayer had already been answered; the spirit of love and forgiveness had come over all.

We can have no greater blessing in the home than to have the spirit of the Lord. Family prayer helps that to happen.

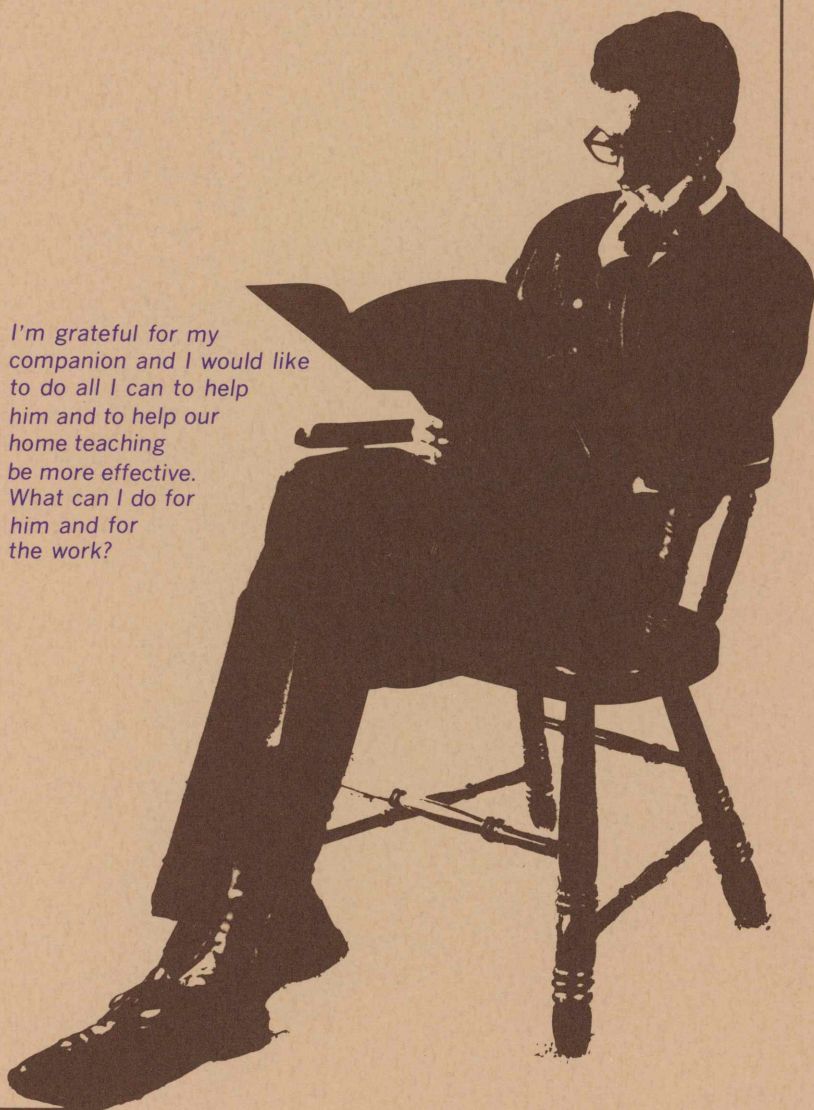
Challenge the family to pray each day. At the next visit review the progress.





# How Can I Help My Companion?

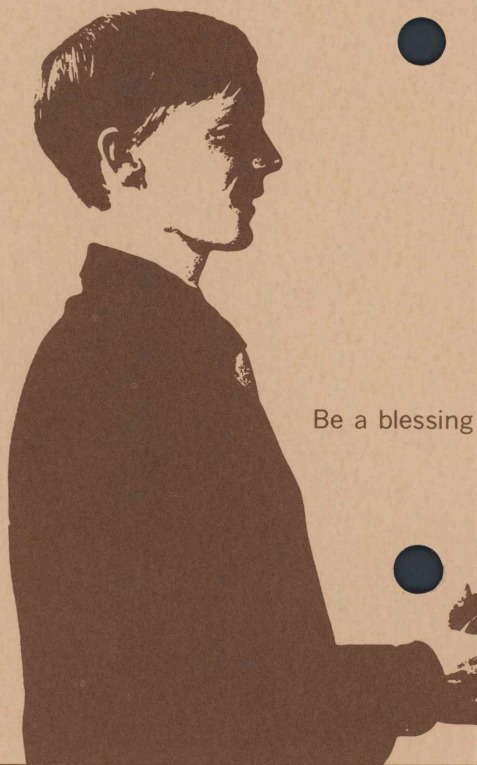
*I'm grateful for my companion and I would like to do all I can to help him and to help our home teaching be more effective. What can I do for him and for the work?*





## WHAT CAN I DO FOR MY JUNIOR COMPANION?

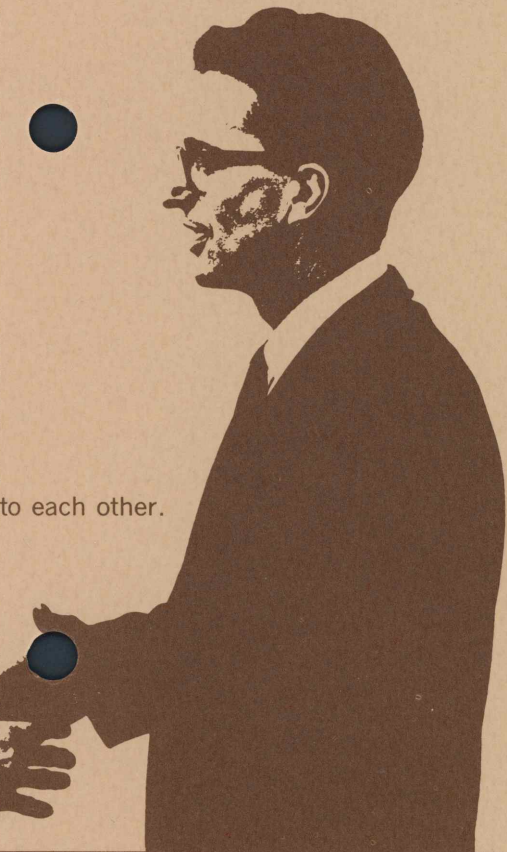
1. Plan each home evening visit with him.
2. Assign him to do specific things for the families, such as sending a card or helping in the yard, and ask him to report on the results.
3. Plan visits at a time when he can be with me. If he can't go at a certain time, rearrange the schedule rather than calling for a substitute. Call him immediately if plans must be changed.
4. Assist him in learning how to call families to make appointments and assign him to call certain of them.
5. Give him opportunity to do some of the talking when in a home.
6. Assign him to prepare and deliver a short inspirational thought in each home.
7. Encourage him in all aspects of his life and be his friend.



Be a blessing

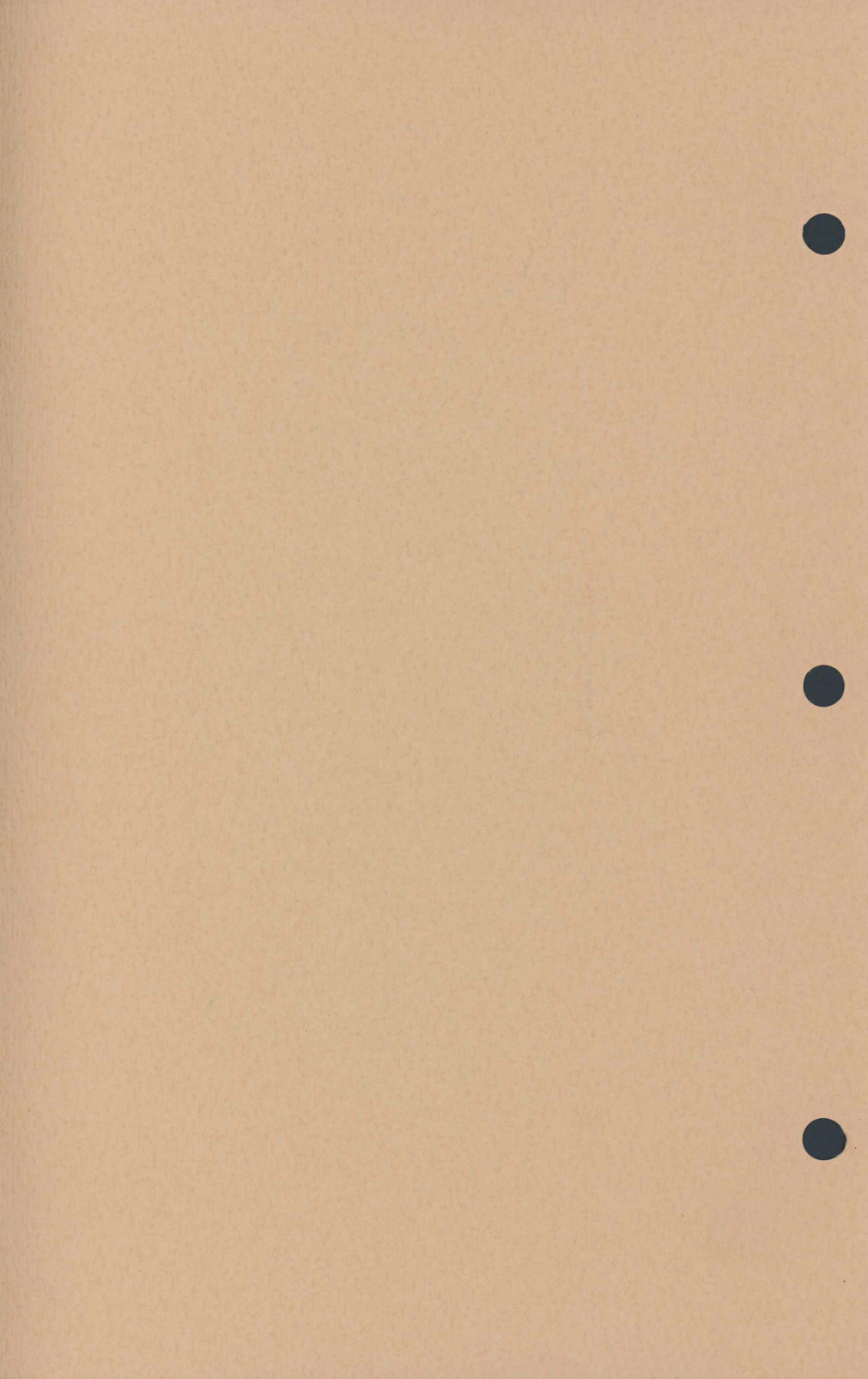
## WHAT CAN I DO FOR MY SENIOR COMPANION?

1. Help in planning home teaching visits.
2. Think about the families and volunteer to do special things for them. Follow through on assignments received.
3. Give home teaching a high priority so that I can go at times he can go. If it is impossible to keep an appointment, call him immediately and offer alternative times.
4. Learn how to make appointments with the families and be willing to do so.
5. Speak up when in the homes. Prepare to carry part of the conversation.
6. Be willing to deliver a short inspiring thought to each family.
7. Encourage him in all aspects of his life and be his friend.



to each other.





# When We Get Together as Companions, How Can We Prepare to Help Our Families?

*How can we plan our activities  
so that we can more effectively  
watch over our families?*





# Plan

Good things don't just happen. You and your companion should plan.

Before going out do you:

- |  | yes                      | no                       |
|--|--------------------------|--------------------------|
| 1. Discuss the results of the last visit and what was accomplished?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Discuss the results of the evaluation with the priesthood leader and plan to meet the goals that were set?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Look at the "Three Year Record" to determine what dates or events should be mentioned in each home?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Discuss a scripture or thought that is pertinent to something that needs to be accomplished in each home and assign the junior companion to discuss it briefly in the home? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have prayer together wherein you ask the Lord for specific assistance in working with each family?  | <input type="checkbox"/> | <input type="checkbox"/> |

# Now!

After the visits and prior to going your separate ways do you:

1. Check on the "Three Year Record" the dates that should be acknowledged, such as birthdays, anniversaries, and baptisms? ☐ ☐
2. Make assignments to see that special cards are sent and calls are made and that other special things are done for the families? ☐ ☐
3. Schedule the next visits to be made? ☐ ☐
4. Determine who is to make the next appointment with the families? ☐ ☐
5. Fill out the written report? ☐ ☐

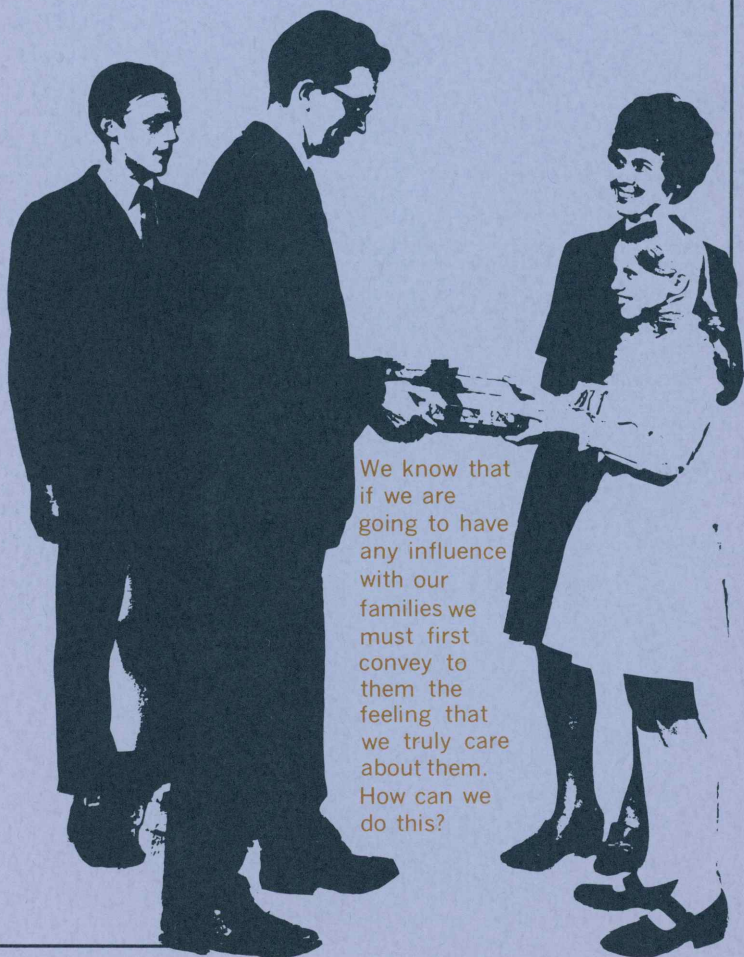
Good things don't just happen. They are caused by planning.

Be a team. Be as one.





# How Can We Show by Actions that We Have a Special Interest in Our Families?



We know that if we are going to have any influence with our families we must first convey to them the feeling that we truly care about them. How can we do this?



Suggested things to do:

### **Send Cards and Letters and Make Phone Calls**

- On birthdays
- On anniversaries
- On holidays especially Christmas and Easter
- At times of sickness
- At times of sorrow
- At times of congratulations—
  - Promotions
  - Graduations
  - Special Church calls
  - Accomplishments
- To compliment someone who has—
  - Given a talk
  - Become engaged
  - Received a call to serve the Church or the country
  - Accomplished a difficult task
- Just to say "I was thinking about you"

### **Send Food**

- Hot bread from the family oven
- Fresh fruit from the family tree

### **Send to Families with Children**

Cakes and cookies decorated to fit the occasion, like a valentine or a Christmas tree.

### **Send to Families with Sickness**

A hot meal that you helped prepare

### **Help by:**

- Mowing lawns
- Shoveling snow
- Taking out garbage
- Painting
- Roofing



### **Make Special Visits**

Get some friends together and at a prearranged time go to the home of an older person living alone and have a family home evening.

Go to a home or the hospital to visit the sick.

Take a dessert to celebrate a special accomplishment or occasion.

Both companions can take part in doing these things. Many of these things can be done better by the junior companion.

Remember that what we do speaks louder than what we say.











# *INFORMATION SHEET*

*Contains pertinent information on  
church meetings and activities*

*You will want to refer to  
this Information Sheet often*

*Help your families enjoy the blessings  
of church ordinances and activities*

# INFORMATION SHEET for Home Teachers

Information for this sheet is to be provided by the bishopric. Sheet is to remain in looseleaf binder for Home Teacher's reference.

**WARD MEETING SCHEDULE**

Sacrament Meeting (time) \_\_\_\_\_ Sunday School (time) \_\_\_\_\_ Priesthood Meeting (time) \_\_\_\_\_

Relief Society (day, time) \_\_\_\_\_ Primary (day, time) \_\_\_\_\_ MIA (day, time) \_\_\_\_\_

Other Ward Meetings \_\_\_\_\_

**STAKE MEETING SCHEDULE**

General Priesthood Meetings (day, time) \_\_\_\_\_

Monthly Priesthood Quorum Meetings: High Priest (day, time) \_\_\_\_\_ Seventies (day, time) \_\_\_\_\_

Other Stake Meetings \_\_\_\_\_

<b>STAKE QUARTERLY CONFERENCE</b>	Dates				
	Times				

<b>TEMPLE INFORMATION</b>	Time Sessions Begin	Time Sessions Begin

Temple \_\_\_\_\_

Session times for living endowment: \_\_\_\_\_

Persons coming for endowments or marriage should appear at temple at (time) \_\_\_\_\_

Stake endowment dates:

January \_\_\_\_\_ April \_\_\_\_\_ July \_\_\_\_\_ October \_\_\_\_\_

February \_\_\_\_\_ May \_\_\_\_\_ August \_\_\_\_\_ November \_\_\_\_\_

March \_\_\_\_\_ June \_\_\_\_\_ September \_\_\_\_\_ December \_\_\_\_\_

↓ Information Sheet continues on reverse side ↓



# INFORMATION SHEET for Home Teachers (continued)

## CHURCH MISSIONARY INFORMATION:

If a non-church member friend would like to know more  
about the gospel, notify the stake mission president below:

(name) \_\_\_\_\_

(phone) \_\_\_\_\_

Other missionary information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## GENEALOGY INFORMATION:

Ward genealogical class meets (day, time) \_\_\_\_\_

For information on genealogical and temple work, call the  
following ward genealogical representative:

(name) \_\_\_\_\_

(phone) \_\_\_\_\_

Nearest church genealogical library:

(address) \_\_\_\_\_

(days and hours open) \_\_\_\_\_

\_\_\_\_\_

(stake library day, time) \_\_\_\_\_

## WELFARE INFORMATION:

In case family member is unemployed or if family learns  
of unemployment of neighbor or friend—or of job op-  
portunity—the Home Teachers should notify their priest-  
hood leader immediately.

Ward employment counselor \_\_\_\_\_

Location of welfare projects \_\_\_\_\_

(ward, stake, and regional) \_\_\_\_\_

\_\_\_\_\_

Other information \_\_\_\_\_

\_\_\_\_\_

## CHURCH EDUCATION INFORMATION:

Registration dates for seminary \_\_\_\_\_

\_\_\_\_\_

Where seminary meets (building address) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Seminary principal or teacher:

(name) \_\_\_\_\_

(phone) \_\_\_\_\_

Registration dates for church institutes and universities \_\_\_\_\_

\_\_\_\_\_





# RECORD AND WORK SHEET

*Includes pertinent information on each  
member of your assigned families*

*Contains challenges from your  
priesthood leader to you for members  
of each family*

*Through love and service, make  
every effort to meet your challenges*





# REPORT FORM

*Your completed Report Form should  
be submitted to your priesthood leader  
preferably before the 20th of each month*

*Please fill in both sides of  
your Report Form*

*An oral evaluation to your priesthood  
leader should accompany your  
written report each month*





